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ABSTRACT

Designed primarily for report writers working for the government, this syllabus provides objectives for helping writers to understand the principles of report writing, to apply the principles, and to edit and review reports in terms of those principles. It also contains graphs and charts, and discusses such topics as search and research, limiting the subject, gathering facts and ideas, interviewing, evaluating data, determining the content of the report, analyzing and organizing information, making an outline, determining report layout and illustrations, analyzing the audience, pronouns, verbs, sentences, linking problems, and paragraph development. (TS)

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REPORT WRITING WORKSHOP

STUDENT MANUAL

Prepared for

_____

by

THE COMMUNICATIONS AND OFFICE SKILLS TRAINING CENTER

BUREAU OF TRAINING

U.S. CIVIL SERVICE COMMISSION

CS 202 296

"THE COVER AND TITLE PAGE SHOULD CLEARLY STATE THE SUBJECT, THE ORIGIN OF THE REPORT, AND FOR WHOM THE REPORT WAS PREPARED.

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THE TABLE OF CONTENTS INDICATES
THE MAJOR SECTIONS OF THE REPORT....

BACKGROUND

Reports have become an essential part of the communication process in Government. There is a constant flow of them to the American public, while within agencies they have become critical to management decision making. Good reports do the job they're intented to do, quickly and effectively. But poorly written reports cause trouble. How much confusion and inconvenience have been caused by reports which failed to inform clearly? How often have recommendations been ignored bacause of unconvincing reports? How many times have vague, improperly focused reports caused decision makers to decide to do nothing? And how many American citizens have put our reports aside in disgust and frustration, or given them only cursory consideration because they were wordy, full of jargon, difficult to digest?

Government cannot afford the expense of ineffective reports. Our report writers must communicate facts and ideas clearly and logically, using straightforward language, so that readers can effortlessly get the message.

OBJECTIVES

We hope this REPORT WRITING WORKSHOP will help you, the report writer, to:

increase your understanding of the principles of report writing

apply these principles to your own reports

edit and review reports in terms of these principles

CONDUCT OF COURSE

This workshop, consisting of eight 3-hour sessions, will meet over a three week period. Classes in the first week will be on Tuesday and Thursday. In the next two weeks, classes will be on Monday, Wednesday, and Friday.

THE INTRODUCTION DEFINES THE SUBJECT, POINTS OUT THE ISSUE TO BE SOLVED, GIVES BACKGROUND, SETS THE SCOPE OF COVERAGE, AND EXPLAINS THE PLAN OF PRESENTATION.

REPORT WRITING WORKSHOP QUESTIONNAIRE

1. Your name:

2. Your agency:

3. Briefly describe your job.

4. What kind of reports do you write?

5. Do you review other people's writing?

6. How much time do you spend each week

   a. Writing _____%

   b. Reviewing_____%

7. Please describe what you consider to be your major problems in writing or reviewing.

8. Do you

   a. Write drafts in longhand? _____

   b. Dictate to a stenographer? _____

   c. Use a dictating machine? _____

   d. Use a remote control dictating setup? _____

   e. Type drafts? _____

RECOMMENDED READINGS

Bernstein, Theodore M. Watch Your Language. New York: Atheneum publishers, 1965. Lively, informative.

Dickerson, Reed. Legislative Drafting. Boston, Little Brown & Co., 1954. Sections on style and specific wording.

Evans, Bergen and Cornelia Evans. A Dictionary of Contemporary American Usage. New York: Random House, 1957.

Flesch, Rudolf. How To Write, Speak, and Think More Effectively. New York, Harper & Bros., 1960. Systematic program for self-improvement. Includes Flesch readability formula.

Fowler, J. W. A Dictionary of Modern English Usage. New York, Oxford University Press, 1965. Excellent reference guide.

Gilman, William. The Language of Science. New York, Harcourt, and World, 1961.

Gowers, Sir Ernest A. Plain Words, Their ABC. New York, Knopf, 1957.

Gunning, Robert. The Technique of Clear Writing. New York, McGraw-Hill, 1952. Contains "Fog Index" for testing readability.

Hay, Robert D. Written Communications for Business Administrators. New York, Holt, Rinehart and Winston, Inc., 1965.

Hayakawa, S. I. Language In Thought and Action. New York, Harcourt, Brace and World, 1964. Thought-provoking. Highly recommended.

Huber, Jack T. Report Writing in Psychology and Psychiatry. New York, Harper and Bros., 1961.

Janis, J. Harold. Writing and Communicating in Business. New York, Macmillan Co., 1964. Treats business writing as form of behavior.

Johnson, Thomas P. Analytical Writing. New York, Harper and Row, 1966.

Johnson, Wendell H. People In Quandaries. New York, Harper & Bros., 1946.

Kapp, Reginald O. The Presentation of Technical Information. London, Constable & Co., 1949. Functional English for scientists and engineers.

Lee, Irving J. Language Habits In Human Affairs. New York, Harper and Bros., 1941. Good book on general semantics for non-specialized reader.

Mandel, Siegfried. Proposal and Inquiry Writing. New York, Macmillan, 1962.

Perlmutter, Jerome H. A Practical Guide To Effective Writing. New York, 1965. Good for self-improvement. Organized to parallel actual writing experience.

Perrin, Porter G. Writer's Guide and Index To English. New York, Scott, Foresman & Co., 1965. Standard desk reference. Easy to use.

Shidle, Norman G. The Art of Successful Communication. McGraw-Hill, Inc., 1965

Strunk, William and E. B. White. The Elements of Style. New York, Macmillan, 1959. Clear, brief. Highly recommended. Available in paperback edition.

Tichy, Henrietta J. Effective Writing. New York, John Wiley & Sons, Inc., 1966.

Thayer, Lee O. Administrative Communication. Homewood, Ill., Richard D. Irwin, Inc., 1961. Good. Contains extensive list of books and articles on communication and closely related subjects.

U. S. Department of Navy. Writing Guide for Naval Officers. Washington, 1958. NAVPERS 10009.

U. S. Department of the Army. Improve Your Writing. Washington, 1959. D. A. Pamphlet No. 1-10.

U. S. Department of the Air Force. Guide for Air Force Writing. Washington, 1960. AF Manual 10-4.

U. S. Department of the Interior. Bureau of Land Management. Gobbledygook Has Gotta Go. By John O'Hayre. Washington, Government Printing Office, 1966.

U. S. Internal Revenue Service. Effective Revenue Writing, Part 2. By Calvin D. Linton. Washington, Government Printing Office, 1962. Training No. 129.

U. S. National Archives and Records Service. Plain Letters. Washington, 1955.

Weihofen, Henry. Legal Writing Style. St. Paul, West Publishing Co., 1961. Chapters on conciseness, simplicity, clarity, letters.

B O D Y

SEARCH AND RESEARCH

Determining purpose
Limiting the subject
Gathering facts and ideas

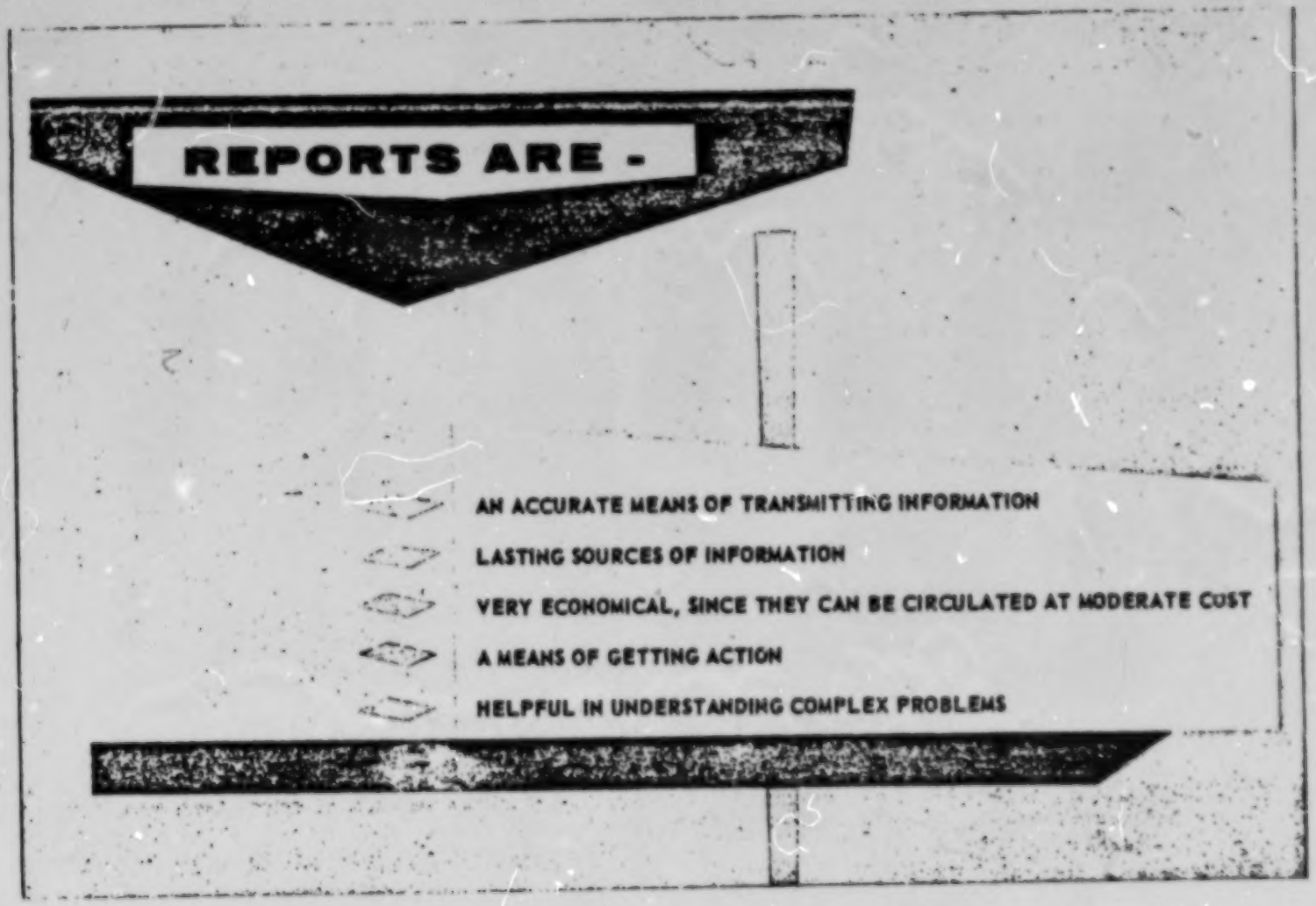
STRUCTURE AND STRATEGY

Predicting content
Organizing functionally
Choosing a format
Using illustrative material

THE DYNAMICS OF DEVELOPMENT

The word: "skin of a living thought"
The sentence: proper words in proper places
The paragraph: the internal design

THE BODY OF THE REPORT PRESENTS THE
DATA AND RELATES IT TO THE PROBLEM....


REPORTS ARE -
AN ACCURATE MEANS OF TRANSMITTING INFORMATION
LASTING SOURCES OF INFORMATION
VERY ECONOMICAL, SINCE THEY CAN BE CIRCULATED AT MODERATE COST
A MEANS OF GETTING ACTION
HELPFUL IN UNDERSTANDING COMPLEX PROBLEMS

Reports Classified According to Purpose

The *performance report* contains information as to the status of activities or operations.

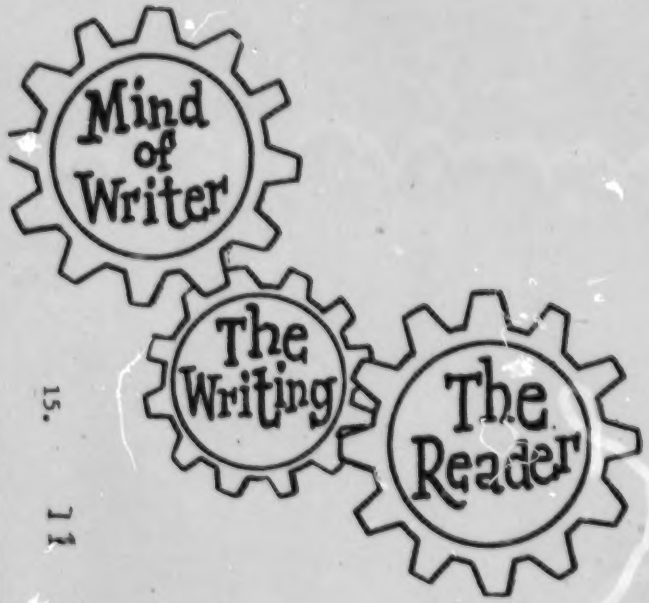
The *fact-finding report* involves the gathering and presentation of data in logical order, without an attempt to draw conclusions.

The *technical report* presents data on a specialized subject.

The *problem-determining report* attempts to find the causes underlying the problem or to find out whether or not a problem really exists.

The *problem-solution report* analyzes the thought process that lies behind the solution of a particular problem. It may include all the elements found in other types of reports. This report may include a presentation of data collected, a discussion of the possible solutions to the problem, and an indication of the best solution.

WILL THE WRITING BE READ BY -



A STAFF

A NON-SPECIALIZED AUDIENCE

SUBJECT MATTER SPECIALISTS

?

A TOP FLIGHT EXECUTIVE

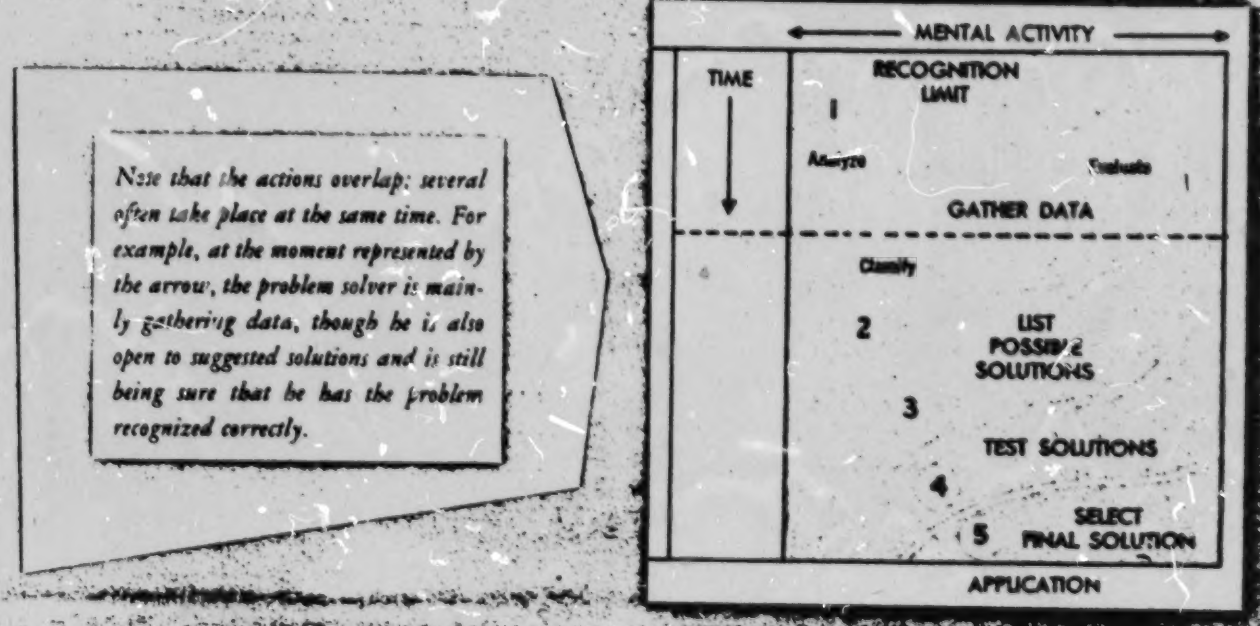
THE GENERAL PUBLIC

ONE PERSON

SOMEONE WHO OPPOSES CHANGE

PEOPLE WHO FAVOR CHANGE

A DIAGRAM OF THE MENTAL ACTIONS OF PROBLEM-SOLVING



Note that the actions overlap; several often take place at the same time. For example, at the moment represented by the arrow, the problem solver is mainly gathering data, though he is also open to suggested solutions and is still being sure that he has the problem recognized correctly.

SEARCH AND RESEARCH: DETERMINING PURPOSE

DEFINING THE PROBLEM

A report is a presentation of information or opinion directed to (a) specific reader(s) and intended to solve or contribute to the solution of some specific problem. Keep this definition in mind while doing this exercise.

Lack of adequate parking facilities for your office has led to frustration and discontent among the staff. Your boss has asked you to describe the existing conditions, evaluate possibilities for improvement, and recommend some solutions. You return to your office and sit down at your desk, asking yourself, "How do I begin?"

The best way to begin any report-writing assignment is to define the problem--exactly what is your report to contain?

For this exercise, (1) write down a list of questions you think the report should answer. Then, (2) from your list of questions, develop a clear, concise statement (one or two sentences) of the "core idea."

If you find yourself saying, "I know what it is I want to say, but I don't know how to say it," then go over the problem again.

The "core idea" or thesis sentence states what the report is to communicate. If well written, it becomes the basis for the structure of the report.

LIMIT YOUR SUBJECT

A. Before you begin any research, take time to make a blueprint of a tentative plan of approach.

B. Fix clearly in your mind the purpose of your research.

C. Define the limits of your subject and think out how to approach it.

D. Before you plunge into the details of research, recall what you already know about your subject.

E. Jot down ideas that you feel will give a workable solution to the problem.

F. Under each main point list the minor points you need for support and development.

G. Now use this tentative outline to guide you to areas that you need to investigate.

GATHERING FACTS AND IDEAS

A. GENERAL REFERENCES

An encyclopedia can give you a quick introduction to the problem area, or it can help you survey a whole field. Nearly every field of knowledge has its own encyclopedias and dictionaries. Consult the reference section of a library. You will find large general encyclopedias, such as Americana, Britannica, and Chambers, and the one-volume works, such as the Columbia Encyclopedia and the Lincoln Library of Essential Information. Special encyclopedias, such as the Encyclopedia of Educational Research, dictionaries of biography, and the Who's Who may be useful also.

B. CARD CATALOGS

After you form a general concept of your subject and limit its scope, you should survey the card catalog of the library and any office files relating to your subject.

C. INDEXES

Every profession has an index to its journals; e.g., the Education Index, the Engineering Index. Your own agency probably publishes indexes of current directives, regulations, and publications. Check the index or catalog of any office that has knowledge in the subject area of your research.

D. QUESTIONNAIRES

1. If you need information from many sources and send out questionnaires, plan carefully beforehand.

2. Make your questionnaire brief and word it clearly so that it will not take too long to answer.

3. Include an explanation of the reason for making the study.

4. If you believe someone will hold back information, request that the questionnaire be returned without a name.

5. On the other hand, if you think it is necessary to identify each questionnaire with a name, have the name and address typed at the top of the sheet before it is sent out. Offering to send a copy of the summary of results may help arouse interest in your project and increase the amount of co-operation you obtain.

6. Being objective in your research applies also to wording a questionnaire. Don't load or slant the questions; that is, don't word them so that you influence the replies of the person receiving the questionnaire.

7. Pretest your questionnaire with a few people to make sure all interviewees interpret the question the same way. Recast questions that seem to be ambiguous.

E. INTERVIEWS

1. If an interview is required to obtain information, work out ahead of time a plan for the interview.

2. Decide what questions need to be answered.

3. Be a tactful listener and questioner during the interview.

4. If you see that note taking bothers the person you are interviewing, put your pencil down and concentrate on remembering. Write down what you need as soon as the interview is over; but do it right away! Even the most vivid memories fade quickly; things you were sure you could never forget will be hazy in your mind within a week and probably lost after a month.

5. Make a card for each interview. Note on the card:

   a. the person interviewed
   b. the reason why the person is considered an authority and
   c. the place and date of the interview. If possible, have your notes initialed by the person interviewed.

EVALUATING DATA

Most of the data you will use will be

a) WITNESS REPORTS (Including your own observations)

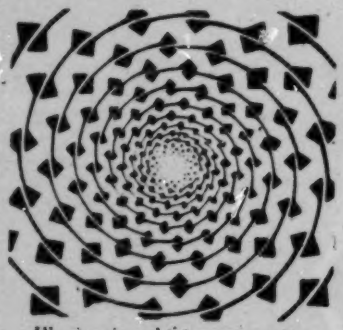
or

b) OPINIONS OF AUTHORITIES

WITNESS REPORTS are made by an observer. The tests of a good witness are his reliability, impartiality, and knowledge of the facts.

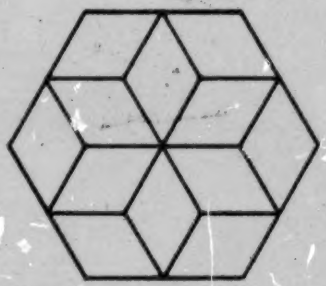
AUTHORITIES are valuable if they are really experts in their field and are unprejudiced and up to date. Be careful of authorities on one subject giving "expert" data on another subject.

To evaluate data, whether based on your observations and thoughts or on the observations and thoughts of others, you must be able to recognize emotional or illogical forms of reasoning and presentation. A knowledge of logic and semantics should help you detect, identify, and guard against emotional or illogical appeals in your writing as well as in the sources you use.



Illusion in which concentric circles appear to make a spiral.

A.

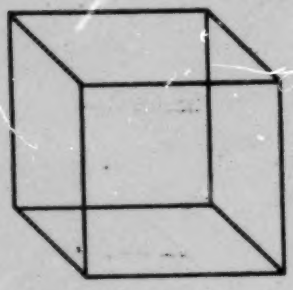


This figure may appear in at least eight different ways if you look at it for a long time.

B.

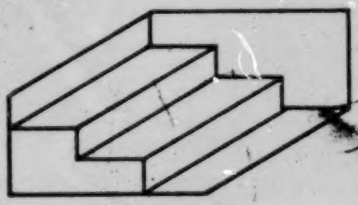
Which is taller, the front or the back telegraph pole? Measure them.

C.



Is this reversible cube standing on its base or hanging in mid-air?

D.



Are you looking down at these stairs or are you looking up at them? Keep looking and watch them change from top to bottom.

E.

Illusion in which the diameter of the plate is actually longer than the height of the glass.

F.

Determining the Content of a Report

James W. Souther

A defense Shipping Center is going to replace its conveyor system. The center director has asked the chief production engineer to recommend a new system, and he, in turn, has asked a junior engineer to obtain information on two systems and to report that information to him. The junior engineer has discovered the information given in paragraphs A, B, and C.

Problem 1. You are the junior engineer writing your report. What information would you include in your report and what would you emphasize? (Make a list of the topics you would include.)

Problem 2. You are the chief production engineer writing your recommendations to the center director. What information would you include and what would you emphasize? (Make a list of the topics you would include.)

Problem 3. As the junior engineer who made the conveyor system study, you have been asked to write a letter providing the specifications which the new conveyor system must meet and those which would be desirable. This letter is to be made available to companies bidding on the conveyor system. (Make a list of the topics you would include.)

A. Departmental Situation

The present conveyor moves products from the third floor to the Packaging Department on the second floor, and then to the Shipping Department on the ground floor. Every hour, it transports a maximum of 3,000 units, weighing 30 pounds each. Present rate of shipping requires a speed of five miles per hour, but expected increases will demand speeds up to ten miles per hour. At times, changes are required in the route of the conveyor. The present system has caused little injury to personnel and has not damaged materials being shipped. However, the conveyor has been breaking down frequently

B. Roller Conveyor

The gravity roller conveyor can carry 4,000 seventy-five-pound units per hour. The angle of grade set at the time of installation determines the speed. However, the grade angle can be altered to allow speeds up to 15 miles per hour. The conveyor has a negligible breakdown history, with an average time loss per breakdown of 0.7 hours. In addition, the point of breakdown can be bypassed by the temporary installation of a portable conveyor. Additional production lines need only be joined to the main conveyor system. Records indicate that product damage is negligible and that personnel accidents are rare. The roller system itself costs $4,700, and the installation, which will require one and one-third weeks, will cost $3,500. Auxiliary equipment for the conveying system would cost $250. Replacement parts are inexpensive and available locally. Preventive maintenance costs are estimated at a maximum of $500 a year, and repair costs at $300.

C. Continuous Belt Conveyor

The continuous belt conveyor has a capacity of 4,000 one-hundred-pound units per hour. Its speed ranges from 0 to 20 miles per hour. A continuous belt system would cost $8,400: $7,200 for the conveying system and $1,200 for auxiliary parts. The installation of the system would cost $5,000 and require approximately two and one-half weeks. Only a few accidents to personnel have been reported, and those were the result of negligence and carelessness. The addition of new facilities or production lines would require only an additional continuous belt like between the new facility and the main conveying system. The system is capable of moving material both up and down hill and is adaptable to temporary changes, although electrical power has to be available at points

where the motor drives are located. Where this system has been used damage to materials being shipped has been quite small. The operating history of the continuous belt system indicates an average of less than five breakdowns per year, requiring an average of 2.8 hours of shutdown time. The system would require an average of $500 per year for repair cost, and $1,500 per year for preventive maintenance. The cost of replacement parts varies depending on the part. Drive engines, at a cost of $250 each, are the most expensive individual parts of the system. Operating costs should average about $75 a week. Spare parts are available in the area.

FORMATS

A	B	C
Introduction	Introduction	Introduction
Findings	Summary	Abstract
Discussion	Procedures	Body
Details	Results	Conclusions
		Recommendations

D (Staff paper)	E
Problem	Introduction
Assumptions	Recommendations
Factors bearing on Problem	Discussion
Discussion	Appendix
Conclusions	
Action recommended	

LONG FORM OF REPORTS

COVER TITLE PAGE	The cover and title page should clearly state the subject, the origin of the report, the organization for whom the report was prepared, and other identifying names or codes.
TABLE OF CONTENTS	Major and minor sections of the report, illustrations, charts, and legal cases should appear with their page numbers.
PREFATORY MATERIAL	As required.
Foreword	Foreword can precede table of contents.
Abstainer or disclaimer	
Transmittal information	Letters of authorization, acceptance, submittal, transmittal, and approval.
SUMMARY OF FINDINGS	Summary can follow or take the place of an introduction.
Purpose of report	A brief reminder of purpose, scope, and agreed method of approach of report.
Abstract or concise statement of findings	Include references to the appropriate other parts of the report for supporting or implementing details.
Summary of information or conclusions, if appropriate	
Recommendations	
BODY OF REPORT	Describes and discusses the overall picture: description of problem, its history, why report was made, definition of terms, methods used, equipment required, coordination and liaison, and presentation of data and information.
FINDING IN FULL	
Findings	Statement of pertinent facts found by the report writer.
Conclusions	Statements of the significance of the findings; evaluation of their importance.
Recommendations	Complete listing of proposals for action.
Concluding remarks	Critique, if any, by report writer regarding the value of import in his eyes of the whole or part of the report. (For example, the report covers what was specifically asked for, but the investigator also found some relevant facts that he believes should be brought to attention of agency requesting report. Or, the report writer doubts the validity of data obtained or specified by the contractor or requestor of the report.)

APPENDIX — Material that is pertinent (pertinent means to exclude "padding") but does not need to be read earlier in order to understand or use the report.

Notes — Footnotes and references should be put in this section unless they appear at the bottom of pages. (Easier and cheaper to put at end of report than at bottom of pages.)

Exhibits — Tabulations, photographs, drawings, and sample materials not absolutely required in an earlier section.

Bibliography — Books, periodicals, documents, and the like, that are impoetant for the reader or are necessary to establish the soundness of the reports. (A listing of what the reader may need; not a list of impressive titles or a demonstration that the writer knows about a lot of books.)

INDEX — If the report is overlong and detailed, and if the table of contents does not break down into minor sections, an index may be helpful. Usually, however, an index in nonessential. The report should be in logical order, with sections clearly titled so a reader can find an item quickly without an index.

ORGANIZING

ANALYSIS AND ORGANIZATION OF INFORMATION

Match the statements or report components below with the section of the report in which they should be placed.

Report: A CASE STUDY OF SUPPORT OF SCIENTIFIC AND ENGINEERING RESEARCH PROPOSALS

( ) 1. Chart. Percent distribution of all proposals, by prospective sponsor, 1967 and 1968

( ) 2. "This study traced the flow of research proposals that were accepted or rejected by Federal and non-Federal sponsors."

( ) 3. Statistical tables

( ) 4. Discussion of questionnaire design and utilization

( ) 5. One major objective was to study the impact of proposal rejections on the research careers of scientists and engineers who were unable to obtain financial support for their projects.

( ) 6. Text table. Successful original proposals, by field and dollar range, 1967 and 1968.

( ) 7. "This pilot study was undertaken to obtain information about scientific and engineering research proposals."

( ) 8. Questionnaire forms.

( ) 9. Chart. Average size of successful proposals, by field, 1967 and 1968

( )10. "This study was requested by the Commissioner in a memorandum to ... on ... and was conducted under the direction of ...."

A. Introduction

B. Summary, Conclusions, and Recommendations

C. Detailed Findings, Body

D. Appendix

( ) 11. Discussion of characteristics of proposals

A. General
B. Financial
C. Characteristics of applicants
D. Personnel and time requirements
E. Impact of rejections

( ) 12. Scientists whose original proposals were rejected frequently turn to research activities not of their first choice.

( ) 13. Data collected suggest that sponsors' procedures for processing research applications may be time-consuming.

( ) 14. Research organization and administration of selected colleges

( ) 15. The funds received had significant impacts on university administrative and decision-making procedures.

Report--GSA STUDY OF PUBLIC BUILDINGS SERVICE MANPOWER SITUATION IN TERMS OF PERSONNEL DISTRIBUTION

( ) 1. The representatives conducting the study were ....

( ) 2. Recommend that PBS take immediate steps to expand its Staff Structure at the GS 5 through 9 levels.

( ) 3. Table--"Summary of Appointments by Grade Levels for the Ten Regions and Central Office."

( ) 4. This study was requested by the Administrator in a memorandum to ... on ... and was conducted under the direction of ...

( ) 5. Age Distribution Charts

( ) 6. Recommend that PBS take immediate steps to expand its staff structure at the GS 5 through 9 levels:

a-
b- (with tables)
c-
d-

( ) 7. Bar charts showing Grade Levels for Architects and Engineers, Central Office and in the Regions.

( ) 8. GSA Order. Subject: General Services Administration Manpower Program ADM 3600.1
"This order establishes an agencywide manpower program for the General Services Administration and incorporates all existing program activities..."

A. Introduction

B. Summary, Conclusions, and Recommendations

C. Detailed Findings Conclusions and Recommendations

D. Appendices

MAKING YOUR THOUGHT PROCESS CLEAR TO THE READER

SEGREGATE...COORDINATE...SUBORDINATE

Organize the following thoughts into logical groups; then arrange these thoughts into a logical sequence.

1. Checking with Job Information Center; the interview; studying the help-wanted ads; getting a Government job; sending the Forms 170 and 171; weighing retirement benefits.

2. Inadequately staffed libraries; absence of medical care; causes for poor health; inadequate diet; unsanitary living conditions; prevalence of small neighborhood stores.

3. Proofreading rough draft; signing final copy; accumulating necessary information; reading incoming inquiry; the art of dictation; determining purpose; organizing information; giving instructions to the steno about the number of copies; dictating in a clear, normal speaking voice; confusing aspects of levels of review in the XYZ Bureau.

4. Cultivating a critical point of view toward data collected; indexes; collecting information; determining the problem; preparing to write a report; interpreting data; interviews; avoiding cause-effect confusion; planning the investigation; organizing the data; drawing conclusions; questionnaires; avoiding hasty generalizations; relating data collected to the problem; getting the assignment; avoiding bias in interpreting collected information.

ORGANIZATION OF INFORMATION

Outline the following facts to fit the title "Visible Planets of the Solar System: Their Size and Distance from the Sun." Discard irrelevant facts.

Mercury is the smallest of nine planets in orbit around the sun.

Jupiter has an extremely active and heavy radioactive belt.

Mercury's atmosphere may be a shallow shell of carbon dioxide.

The diameter of Saturn is 71,000 miles at the equator.

Saturn has 10 satellites.

Mercury is 36 million miles from the sun.

Saturn takes 29½ years to go around the sun.

The atmosphere of Jupiter is 25,000 miles.

Jupiter has a cloudy atmosphere.

Jupiter is the largest of planets.

Saturn is 900 million miles from the sun.

Mercury has no seasons.

The distance of Jupiter from the sun is 480 million miles.

Mercury is the nearest planet to the sun.

It takes 88 days for Mercury to travel around the sun.

The equatorial diameter of Jupiter is 88,000 miles.

Saturn's 10th satellite was discovered by Audouin Dollfus in December, 1966.

OUTLINING

THE KEY PHRASE OUTLINE

Soil Conditioners

I. Purpose: to discuss whether soil conditioners are practical, or merely glamorous novelties

II. Advantages of soil conditioners

- A. Aid growth of plants
- B. Substitute for humus and clay
- C. Useful in alkaline clay soils--especially ferric ammonium compounds.

III. Limitations of soil conditioners

- A. Cause trouble in greenhouse potting
- B. Bad effect on soil under rainy conditions
- C. Limited action only to top 1/8 inch of soil if not worked in
- D. Retardation of germination if used excessively

IV. Need for further tests

(From Successful Communication in Science and Industry by Zetler and Crouch)

THE SENTENCE OUTLINE

Soil Conditioners

I. Purpose: This article will discuss whether soil conditioners are really practical or whether they are merely glamorous novelties.

II. The advantages of soil conditioners are readily apparent.

- A. Chemical soil conditioners aid the growth of plants.
- B. Certain chemicals can be used as substitutes for humus and clays.
- C. Ferric ammonium compounds are especially useful in alkaline clay soils.

III. The limitations of soil conditioners have been demonstrated.

- A. Sometimes chemical conditioners cause trouble in greenhouse potting.
- B. If rain comes before chemical action takes place, the soil will be dispersed by the rain, and the conditioner will leave it poorer than before.
- C. If conditioners are not worked in, they will act only on the top 1/8 inch of soil.
- D. Used in excessive amounts, conditioners will retard germination.

IV. Further tests will have to be conducted and improvements made before soil conditioners can take the place of organic matter.

(From Successful Communication in Science and Industry by Zetler and Crouch)

MAKING THE OUTLINE

The basic principles of segregating, coordinating, and subordinating ideas apply to all levels of writing, from the construction of a single sentence to the organization of an entire report. They meet their acid test, however, in the construction of an outline.

As practice in using these principles, arrange the following random listing of items into an outline. The format of the outline should look like this:

I. First main idea

   A. Coordinate subtopic

      1. Subordinate topic

      2. Subordinate topic

   B. Coordinate subtopic

   C. Coordinate subtopic

II. Second main topic

   A. Coordinate subtopic
      etc.

Each item has its place; the problem is to decide which are main topics, which are coordinate subtopics, and which are subordinate topics. The way to approach this exercise is to think carefully about the subject heading, study the entire list of items, and enter on separate sheets of paper the topics which are likely to have subheadings. Then go through the list as often as necessary to find the logical "home" for each item.

Be sure that your coordinate topics (A, B, and C, above) are of the same importance and logical weight. Check to see that your coordinate topics add up to what your main topic promises under that heading. Likewise, be sure that your subordinate topics equal what their headings set out.

Provide for parallelism of form among coordinate units in your final outline. Rephrase as you choose. Remember, however, to use complete sentences for each item. A sentence will pin down your topic to more exact terms than a phrase which covers a wide, general area.

Steps of the Scratch Outline Technique

1. State the core idea. Try to express in a single sentence a positive statement of the main idea you want to develop in your letter, memo, report, etc.

2. Jot down a list of all the ideas and facts which you think will help to develop the core idea. Use the free association method. Put down quickly whatever comes to mind. Do not worry about order, overlap of ideas, or anything else. This is no time to be critical.

3. Eliminate irrelevant items in your list. After you have run dry of lesser ideas needed to develop the main, or core, idea, then you can begin to get critical. Using the core idea as a guide, go down your list and cross out those items which are not truly related to what you want to say. This process can work two ways. You may eliminate some items, but, in considering what you have in the list, you also may find it necessary to revise and refine the core idea. Incidentally, do not overlook the need to refine the core idea during later steps.

4. Group related items. Looking over your list, start putting together two or more groups of items which have obvious similarities. Make a new list in which the groups of similar items are separated from each other. At this point, you may begin to think of ideas which you overlooked in jotting down your preliminary list. These new ideas may go into groups you already are forming, or they may form a new group. In the latter case, check these latecomers with your core idea.

5. Balance, or relate, the groups of similar items. Once your groupings of ideas are fairly well along, think of headings (sentences or phrases) which indicate why the items in each group are related to each other and how the group is related to the core idea. These headings will show the pattern of relationships in what you want to say. Again, new ideas may occur to you, or refining the core idea may be necessary. Also, you should look to see if the headings of some groups are similar enough, so that these groups and their headings should be placed under a still broader and common heading. For example:

Heading
  Heading
    Item
    Item
  Heading
    Item
    Item

6. Arrange the final order of your groups and of the items within each group. In order to develop your core idea most effectively, decide

which group of items you wish to write about first; which, next; and so on. Do the same for the items within each group. You can indicate the order you want simply by putting Arabic numerals before the headings and the items. For example:

2 Heading
    3 Item
    1 Item
    2 Item

1 Heading
    1 Item
    2 Item

EXERCISE IN OUTLINING

In the late 1950's the management of a company manufacturing bicycles in the United States became concerned about a decline in sales and almost vanishing profits. The company faced intense competition from other United States manufacturers, and even more serious competition from foreign manufacturers, whose production costs were much lower than those of any United States company. The foreign companies were able to undersell any American manufacturer by a wide margin, and although they had captured less than half of the domestic market, their share was rising steadily. The company asked a management consultant for his recommendations.

After analyzing the problems of the company, the consultant reached a number of conclusions. The following paragraphs summarize these conclusions. The problem is to come up with a logical presentation. Write an introductory paragraph and the first sentence of each subsection.

1. The company could reduce its costs by importing parts from Europe instead of buying them from United States parts manufacturers. European parts are much cheaper and are of equal quality.

2. The tariff on imported bicycles is now 11.25 per cent on lightweight bicycles and 22.5 per cent on all others. These rates were raised, in 1955, from 7.5 per cent and 15 per cent, after an urgent appeal by the domestic manufacturers. The lower rates had been instituted in 1948, when, under the General Agreement on Tariffs and Trade, the normal rate of 30 per cent was reduced. The company could join with others in the industry to urge the restoration of the original 30 per cent duty, but it would not be practical to attempt to persuade Congress to raise the rate beyond that. Although even a 30 per cent duty would still permit foreign manufacturers to undersell United States manufacturers, the higher rate would help the domestic companies. In fact it would be more effective than would importing the parts.

   To obtain a higher rate, however, it would be important for the entire domestic industry, both bicycle manufacturers and parts manufacturers, to present a united front. The parts manufacturers might be unwilling to support a plea for higher tariffs on bicycles if the domestic bicycle manufacturers imported parts.

3. Foreign bicycle manufacturers are taking a larger share of the United States market every year. Even if the company were to buy its parts in Europe and have the tariff restored to 30 per cent, it still could not meet the prices of foreign-made bicycles. There is no significant appeal that can be made to buyers of bicycles that will offset the effect of the lower price of the foreign bicycles.

4. An increase in the tariff on bicycles to 30 per cent would be of some help, but a quota on imports would be even more helpful. True, foreign manufacturers could still undersell domestic manufacturers, but there would be a limit to the number of bicycles that could be imported. The growth of the foreign companies' share of the market would thus be halted. A united industry might be able to persuade the President to impose such quotas. As in the case of an appeal for higher tariffs, it would be important to have the support of the parts manufacturers.

5. The company should diversify its manufacturing activities by making products other than bicycles. Bicycle manufacturing in the United States has no future. Even if quotas were to prevent foreign manufacturers from obtaining a larger share of the market, the company would still be unable to make a reasonable profit on its bicycles.

6. The middleweight bicycle, introduced only two years ago, seems to offer the best opportunity for the company, at least in the short run. Foreign manufacturers have captured a large part of the market for lightweight and regular-weight bicycles, but have not entered the middleweight market.

7. If the company imports parts, the American parts manufacturers may cease making important parts. This would leave the company, and other domestic bicycle manufacturers, with no local source of supply.

8. If the company decides to continue the manufacture of bicycles, it should import some parts. Any risk involved is more than offset by the cost savings. Other United States manufacturers are already importing parts.

9. The company should try to persuade the industry to press for import quotas. If quotas are not obtainable, the next best thing is higher tariffs.

10. If a quota or higher tariffs were obtained, foreign bicycle manufacturers might retaliate by bringing pressure of foreign parts manufacturers to stop them from selling parts to the American manufacturers.

VISTA VOLUNTEERS AND THEIR TRAINING

1. There are no special language requirements for VISTA.

2. Assignments of VISTA volunteers offer an outlet for virtually every talent and skill.

3. The major aim of the training is to prepare the volunteer to undertake with confidence the assignment that lies ahead.

4. New courses are constantly being held.

5. Criteria for joining VISTA are few.

6. Language instruction is not generally part of the VISTA training program.

7. An assignment may involve aiding the handicapped or acting as a recreation leader.

8. Another training objective is to test the abilities of volunteers in conditions of poverty.

9. The training program lasts from four to six weeks.

10. They work in tenements and shacks.

11. VISTA (Volunteers in Service to America) is one of the major anti-poverty programs.

12. You must have no dependents under 18 years of age.

13. Training is a year-round operation.

14. They work among the sick and disabled, the young and old.

15. Training is conducted by universities and colleges and some non-profit private groups familiar with the problems of the poor.

16. The VISTA training includes workshops, discussions, and field work.

17. VISTA offers an opportunity for men and women from all economic, geographic, social, and age groups to offer their skills and services wherever poverty exists.

18. They work on Indian reservations and in migrant worker camps.

19. Training groups consist of 30 to 50 volunteers.

20. Training programs are conducted throughout the country.

21. It was established by the Economic Opportunity Act of 1964.

22. The training program is designed to assist volunteers to adapt their skills to the jobs they will have.

23. They work in cities, small towns, and rural areas.

24. You must be a United States citizen or a permanent resident of this country or one of its territories.

25. One aim of the training program is to assist volunteers to learn techniques useful in carrying out their assignments.

26. You must be at least 18 years old.

preparing...

STATE PURPOSE
OBTAIN INFORMATION
ANALYZE INFORMATION
MAKE CONCLUSIONS AND
RECOMMENDATIONS

BUT

presenting...

STATE PURPOSE--INTRODUCTION
PRESENT CONCLUSIONS OR
RECOMMENDATIONS--FINDINGS
DISCUSS AND PROVE FINDINGS--BODY
INCLUDE DETAILS--APPENDIX

MAKING YOUR REPORTS MORE EFFECTIVE

Determining Report Layout and Illustrations

Effective use of layout and well planned illustrations contribute significantly to the impact of a report. Not only does layout and the use of illustrations make a report more attractive and more interesting, but well planned layout and well designed visual support make the report content more comprehensible and more easily used. Poor layout and ineffective illustrations make report content difficult to understand and almost impossible to use - yet what determines layout? What characterizes the effective illustration?

Layout

Two kinds of layout are involved in writing reports. Too often, the writer fails to distinguish between external layout (the report form) and internal layout (the use of headings and subheadings). Consequently, he cannot use layout positively, he cannot make it work for him.

External-layout - the form of the report.
Report form (letter, article, formal) is determined by (1) the amount and complexity of the material to be included in the report and (2) the circulation of the finished report and the use to be made of it.

Internal layout - the use of headings and subheadings.
the use of headings and subheadings and their layout on the page is controlled by the organization of the material to be presented.

Once the writer realizes the difference between external and internal layout and identifies the factors that influence their use and choice, he can then make layout work for him. He can use it to package his ideas for use and to emphasize the relationship he sees in the material he presents.

External layout (report form)
- Title
- Author by-line
- Submitted to line
- Date of report
- Letter of transmittal
- Table of contents
- Abstract
- Thumb tabs
- Appendix
- Index

Internal layout (headings and subheadings)
Used to (1) identify subject and parts of a report and (2) relate the various parts (coordination and subordination).

Devices:

Location

Center - line by self

Lefthand margin - Line by self

Lefthand margin - First line of text

Space:

More space around title the greater the emphasis.

Capitalization or lower case

Underlined or not underlined

Illustrations

Since illustrations support written discussion, they must be used with purpose and integrated with the discussion itself. Illustrative material, either tables or figures, should be used whenever it will add communication. To be effective, an illustration must aid the reader to understand more fully the verbal presentation. Illustrations can reduce the number of words required to express an idea, but they cannot eliminate the need for verbal explanation.

When to Use

1. To show detail difficult to describe verbally: i.e., analysis of material, process flow, physical and chemical characteristics, complex structure (atomic), et cetera.

2. To show over-all view and relationships of detail concisely and in little space.

3. To provide emphasis and clarity for textual discussion.

Qualities of Illustrations

1. Simplicity and emphasis
2. Designed to illustrate the point.
3. Clarity of self-contained meaning.
4. Support textual discussion.
5. Keyed to discussion.
6. Placed in report so as to be convenient to the reader.
7. No more detail than required to accomplish its function.

The significance of the material presented in illustrations must be discussed in the text. Just referring to the illustration is not sufficient.

Poor: "Figure 5 shows the two major assemblies of the transmitter."

Better: "The transmitter consists of two major assemblies, as shown in Figure 5, page 21: (1) a bellows, range spring, and

body and (2) a movable solenoid transformer and housing. The body and housing are bolted together, and the plunger, which acts as the movable core of the transformer, is linked mechanically to the bellows and range spring."

A few of the basic rules that govern the use of illustrations are given below:

Integrating illustrations with text

1. Consistent nomenclature. The same nomenclature should be used in both the illustration and the text.

2. Consistent use of detail. The illustration and the text should be at the same level of detail.

3. Cross reference. The reader should be told when to look at the illustration. Include both figure and page number. The reference should come near the beginning of the discussion.

4. The illustration should not precede the discussion.

5. Place the illustration in the text of the report if the reader needs it in order to understand the report.

6. Place illustrations at the end of the report if they are included for the reader to refer to, should he want to go more deeply into the material.

7. Place the illustrations in the report so that it will be most useful for the reader.

Kinds of Illustrations

1. Photographs
   a. Should have a definite function.
   b. Should include callouts to supplement the text.
   c. Should be retouched as required to accomplish the purpose of the illustration.
   d. Should identify important relationships, size, position, emphasis, et cetera.

2. Block diagrams
   a. Should be easy to read and follow.
   b. Should be accurate and agree with its schematics.
   c. Should be consistent in nomenclature and signal path lines when several levels of diagrams are used.

3. Simplified diagrams
   a. Should be a simplified version of a detailed drawing.
   b. Should be laid out to improve presentation.
   c. Should be technically accurate and identifiable with detailed diagrams.

4. Graphs and Curves
    a. Should present a number of values almost simultaneously, yet so the reader can grasp them at a glance.
    b. Should show relationships between continuously varying phenomena.
    c. Should show detail as required to understand.
    d. Should contain scale, name of variable and the units in which it is measured. Scale should not distort information.
    e. Should contain bold lines.
    f. Should use as coarse a grid as will permit values to be read with necessary accuracy.
    g. Should not contain lettering on grid.
    h. Should have a label for each curve and as few curves as possible.

Tables

1. Should be concise and as short as possible.
2. Should contain titles and headings.
3. Should contain units of measurement.
4. Should be boxed for clarity. (The more complex the more that boxing is needed).
5. Should contain concise, short headings.
6. Should contain sufficient white space for easy readability.
7. Should be presented on one page if at all possible.

General Principles

1. Tables and figures are not a substitute for text. They are used to classify, to compare, or to describe data or relationships being discussed. Their significance should be clearly indicated in the text.

2. Titles and subtitles, with captions and legends, should make tables and figures fully understandable without reference to the text. Tables are titled at the top and numbered with Roman numerals. Figures are titled at the bottom and numbered with Arabic numerals.

3. All tables and figures should be referred to in the text, at an appropriate moment for effective use.

4. When collections of data must be included as a matter of record, for ready reference, or in substantiation of a generalization, they are best placed in an appendix. Otherwise, illustrative material should be as close to the pertinent discussion as possible. Preferably, it should not precede the relevant text.

PROBLEMS

How would you present the following data:

1. Percent of working wives who worked full time by presence and age of children (in 1974)

2. Comparison of the percent of population enrolled in school in 1910 and 1975

3. Distance 75 families would be willing to travel for a farm vacation

4. Comparison of privately-owned passenger cars by number of registered cars and people per car for 1925 and 1975

5. Status of 2,304 enrollees who completed training from November 1967 through June 1968

   a. Those employed in training-related jobs
   b. Those awaiting referral to jobs
   c. Those employed in non-related jobs

6. Distribution of full-time federal employment by geographic area

   a. Territories
   b. DC metropolitan area
   c. Hawaii
   d. Alaska
   e. Foreign countries
   f. Other 48 states
   g. Total

7. Relationships of various top members of the Federal Communications Commission

8. Annaul rates and salary steps for Grades 1-18 as of October 1967

THE DYNAMICS OF DEVELOPMENT: THE WORD

ABSTRACT, GENERAL	CONCRETE, SPECIFIC
writing	report
as soon as possible	by June 7
equipment	typewriters
the majority	62 percent
top management	John Jones, Director
writing	report
in the near future	by Friday afternoon
machine	16mm film projector
very pure	99 44/100 percent pure
the Government spokesman said...	Sally Hertz, administrative aide to..,said...
vehicle	car
The American public feels...	Dave Caldwell, Iowa farmer, feels...
visual aids	slides, filmstrips
office appurtenances	desks, chairs
storage structure	grain elevator
financial institution	bank
The environmental effects, although extremely important, are often so subtle and so confounded with other effects we neither realize nor appreciate the true climatic effects and the resulting advantages of properly recognizing the environmental conditions.	??

THE ABSTRACT VS. THE CONCRETE

OF ALL THE SCIENCES, NONE PENETRATES SO DEEPLY INTO THE STRUCTURE OF THE HUMAN ENVIRONMENT AS CHEMISTRY. Chemical processes and principles are basic to life in all its phases. They appear in such familiar activities as building a fire, raising crops, preparing food, relieving illness, and in producing virtually every commodity of the commerce which has marked civilization's ascent from the cave.

For the better part of six thousand years of recorded history, however, men established their living conditions very much on the products of nature as they found them. They built with stone, wood or clay; they wove cloth from cotton, wool or silk; they made shoes, harnesses, and saddles from animal skins.

Gradually, they began to make changes in the products of nature to satisfy their desire for a better way of life. They won metals such as copper and iron from natural ores, made concrete, paper, and gunpowder. In the course of the past half century or so, this innovating process has been most radically accelerated. The natural directions of chemical reaction have been replaced or augmented by a series of induced reactions which rearrange the limited raw materials of nature into endless patterns of usefulness. Now we build with metal alloys, glass, hundreds of plastics; weave nylon and other synthetic fibers; manufacture countless dyes and pharmaceuticals; make fuels, rubber automobiles, airplanes, and spacecraft largely from synthetic materials.

THE PROCESS THROUGH WHICH THESE OPPORTUNITES HAVE BEEN SEIZED AND THE BENEFITS ENLISTED TO THE SERVICE OF MANKIND IS NOW RECOGNIZED AS CHEMICAL ENGINEERING, ONE OF THE NEWEST OF THE PROFESSIONS.

Written by George Holbrook. From Listen to Leaders in Engineering, ed. by Albert Love and James Saxon Childers. p. 63.

ANALYZE YOUR AUDIENCE

The general theory of relativity owes its existence in the first place to the empirical fact of the numerical equality of the inertial and gravitational mass of bodies, for which fundamental fact classical mechanics provided no interpretation. Such an interpretation is arrived at by an extension of the principle of relativity to co-ordinate systems accelerated relatively to one another. The introduction of co-ordinate systems accelerated relatively in inertial systems involves the appearance of gravitational fields relative to the latter. As a result of this, the general theory of relativity, which is based on the equality of inertia and weight, provides a theory of the gravitational field.

Albert Einstein, Essays in Science. New York, Philosophical Library, Inc., 1934, p. 50.

ANALYZE YOUR AUDIENCE

What takes place can be illustrated with the help of our rich man. The atom M is a rich miser who, during his life, gives away no money (energy). But in his will he beoueaths his fortune to his sons M' and M", on condition that they give to the community a small amount, less than one thousandth of the whole estate (energy or mass). The sons together have somewhat less than the father had (the mass sum M' and M" is somewhat smaller than the mass M of the radioactive atom). But the part given to the community, though relatively small, is still so enormously large (considered as kinetic energy) that it brings with it a great threat of evil. Averting that threat has become the most urgent problem of our time.

Albert Einstein, Out Of My Later Years. New York, Philosophical Library, Inc,. 1950, p. 53.

PERPLEXING PRONOUNS

1. The director hoped that the supervisor was in because he wanted *to see him.*

2. Dr. Nash could not attend the meeting which caused him to miss the discussion of the new accounting system.

3. Any employee can apply for the job if they desire.

4. If preliminary investigations disclose reasons for discontinuing the procedure, this will be done.

5. Time and motion experts indicate that if unnecessary or improper motions are employed, this will lead to employee fatigue and decreased production.

6. Since the investigations are completed and the hearings are over, the report on them must be filed within two weeks.

7. The astronomers are studying the phenomena to determine its implications for our space program.

8. A great reliance on abstract words is habit forming which is easy to fall into.

9. A job for a computer programmer, GS-9, is posted which is a good field to get into these days.

10. The President appointed Senator Burns as chairman of the new economic committee because he was interested in the committee's work.

11. It will not be necessary to fill out the questionnaire if the hogs were reported by someone else. If reported by someone else, give their names and addresses below so we may check our records to see that they were reported.

MEMORANDUM FOR THE DIRECTOR OF PERSONNEL

Proposed: Allocation of a position titled:

Director of Personnel, Industrial and Agrarian Priorities, GS-14

Description of duties and responsibilities.

1. Without direct or intermediate supervision, and with a broad latitude for independent judgment and discretion, the incumbent directs, controls, and regulates the movement of interstate commerce, representing a cross section of the wealth of the American economy.

2. On the basis of personal judgment founded on past experience, conditioned by erudition and disciplined by mental intransigence, the incumbent integrates the variable factors in an evolving situation and on the basis of simultaneous cogitation formulates a binding decision relative to the priority of flow in interstate commerce both animate and inanimate. These decisions are irreversible and are not subject to appellate review by a higher authority nor can they be reversed by the legal determination of any echelon of our judicial complex.

3. The decisions of the incumbent are important since they affect with great finality the movement of agricultural produces, forest products, minerals, manufacturers' goods, machine tools, construction equipment, military personnel, defense materials, raw materials and products, finished goods, semi-finished products, small business, large business, public utilities, and government agencies.

4. In the effective implementation of these responsibilities the incumbent must exercise initiative, ingenuity, imagination, intelligence, industry, and discerning versatility. The incumbent must be able to deal effectively with all types of personalities and all levels of education from college president to industrial tycoon, to truck driver. Above all, the incumbent must possess decisiveness and the ability to implement motivation on the part of others consistent with the decision the incumbent had indicated. An erroneous judgment, or a failure to properly appraise the nuance of an unfolding development could create a complete obfuscation of personnel and equipment generating an untold loss of mental equilibrium on the parts of innumerable personnel of American Industry who are responsible for the formulation of day-to-day policy and guidance implementation of the conveyances of transportation both intrastate and interstate.

IN SHORT, ON HIGHWAY CONSTRUCTION PROJECTS WHERE ONLY ONE-WAY TRAFFIC IS POSSIBLE THIS INCUMBENT WAVES A RED FLAG AND TELLS WHICH CAR TO GO FIRST.

SAY IT SIMPLY

INSTEAD OF:	TRY:
afford an opportunity	allow
and/or	and or or (usually one or the other is enough)
any and all	any or all
at an early date	soon, give specific date
attach together, attached please find	attach, attached is
before, in the past	use before or in the past
concerning, regarding, respecting	about
brief in duration	brief
contemplate	plan, intend
by the use of	by
enclosed herewith is	enclosed is
I am of the opinion	I think
I am (not) in a position to	I can (not)
I should appreciate your advising me	Please tell me
transmit	send
under date of	on, dated
we are in receipt of	we have
will you be good enough to	Please
interpose no objections	agree with, approve
in lieu of	in place of, instead of
is predicated on the assumption	assumes
perceive	see, understand

INSTEAD OF:	TRY:
pursuant to	according to
raise the question	ask
in reference to	regarding
with a minimum of delay	as soon as possible

USE WORDS IN VERB FORM

Health, growth, development, and fortification of the body against all kinds of diseases, all of which are directly affected by the vitamin content of the amounts and increasing kinds of foods eaten, can be influenced by a careful selection and preparation of foods.

Choose and prepare foods carefully. The vitamins you get in your food affect how you feel, how you grow and develop, and how you fight off diseases.

CAMOUFLAGED VERBS

1. I would like to make the suggestion that the study be brought to a conclusion.

2. What you have related is indicative of her interest in the work.

3. The surgeon was scheduled to perform an examination of the patient earlier today.

4. He made the decision to have a talk with his secretary before she left.

5. After making a study of the situation, the analyst made a report to the Division Chief.

6. He was recently given an award of $250 for instituting an improvement in purchasing practices in his office.

7. The expert from the Water Pollution Control Center achieved purification of the water.

8. To prevent accidents, they conducted an analysis of safety standards in the office and made recommendations concerning needed changes.

9. Both Mr. James and his supervisor are found to be in agreement.

10. The findings give proof of his speculations.

11. We must take into consideration the number of people attending and then make provisions for a meeting place.

12. The group quickly arrived at the decision to hold daily meetings.

13. The committee made an appraisal of the damage.

14. He knew that he would be successful in the enterprise.

15. A careful auditor should take a look at all expenditures.

How To Succeed In Wordiness Without Really Trying

TRY: Approve or accept

Confessed and acknowledged

Free and clear from

Good and sufficient

Intents and purposes

Mutually understood and agreed

Null and void

Of any sort and kind

Part and parcel

Save and except

To have and to hold

Undertakes and agrees

Unless and until

Various and sundry

Ways and means

or

TRY: A real basis in fact

Actual fact

Advance planning

As one example, for instance

Basic fundamentals

Blue in color

Both alike

Combine together

Connect together

Consolidate together

Continue to remain

Equally as good

Evidently seemed

Exactly similar

First beginnings

Further, as a second requirement

Invisible to the eye

Joint cooperation

Just exactly

Main essentials

Nearly approximate

Necessary requisite

Paid the total amount in full

Resultant effect

Return back

Round in shape

True fact

THE WATCHLIST

Watch for the words and phrases on this list. Some of them are overworked. Others are used incorrectly. Many are longer than need be. (Excerpt from "Plain Letters" issued by GSA)

ABEYANCE. Held in abeyance is a pompous phrase. Wait and postpone action are more natural expressions.

ABOUT. He will arrive at about nine o'clock is not a correct senterce. Use at or about, but not both.

ABOVE should not be used in the sense of more than. His wages are more than (not above) $5000 a year.

ACCOMPANIED BY. The preposition with is usually better, as his letter with (instead of accompanied by) the application.

ACCOMPLISHED may be expressed as done.

ACCUMULATE. Gather is a good plain word to replace this one.

ACQUAINT. Instead of acquainting your readers with facts, tell or inform them.

ADDITIONAL. Vary the use of this overworked adjective. Use added.

ADVISE. Tell, inform, and say are fresher words for letters. You are advised is a useless phrase in any letter.

AFFORD AN OPPORTUNITY. Allow is suggested as a replacement for this overworked phrase.

ALL-AROUND is not correct. Use all-round.

ALL OF. Say all the workers, not all of the workers.

ALTERNATIVE, CHOICE. Alternative refers to two only; choice, to two or more. Since there is only one alternative to another, don't say the only other alternative; simply say the alternative.

AMOUNT, NUMBER are often used loosely. An amount is a sum total; number, as a noun refers to collective units. You have an amount of money, and a number of errors.

ANTICIPATE means to foresee or prevent by prior action. Don't use it when you actually mean expect.

ANXIOUS is proper pnly when anxiety actually exists. We are eager to write good letters, not anxious.

ANY. Don't follow superlatives with any, as Lincoln's letters are the best of any. When used in a comparative statement, any must be followed by other, as that letter is better than any other he has written.

ANY PLACE is not good usage. Say anywhere.

APPEAR. A woman appears to be young, but she seems to be intelligent. Appear usually suggests that which is visible.

APPRECIATE YOUR INFORMING US is a clumsy phrase that can be replaced with a simpler one, as please write us or please tell us.

APPROXIMATELY is overworked. Why not say about?

APPARENTLY. This is a "hedger" to be avoided.

APT. Don't use this word when you mean likely. Apt suggests predisposition. A tactless person is apt to write a blunt letter, but delayed replies are likely (not apt) to damage public relations.

AROUND. Around ten dollars is incorrect. Say about ten dollars.

ASCERTAIN is a big word often used when the little word learn is better. Don't use ascertain unless you want to put over the idea of effort in getting facts.

ASSISTANCE. Let's have more help and aid, and less assistance.

AT---
--All times. Say always
--This time. Say now.
--The present time. Say now.
--An early date. Won't soon do?
--Your earliest convenience. Do you mean this? A convenient time may not come.
--The earliest possible moment. This may be the moment the moment arrives.

ATTACHED---
--Please find
--Hereto
--Herewith
} Worn out letter language. Attached is adequate.

ATTENTION IS INVITED OR ATTENTION IS CALLED should be needless. If a sentence doesn't make its point without these emphatics, it needs rewriting.

BALANCE. You may have a balance on an account, but that which is left after something is taken away is a remainder, as the remainder of the year, the remainder of the office force.

BASIS. Instead of saying as a basis for, simply say for.

BE BACK in the sense of return is not preferable. Say, he will return to (not be back in) the office Tuesday.

BETWEEN AMONG. Between properly refers to two only. Among is used in referring to more than two.

BIANNUAL, BIENNIAL. Biannual, like semi-annual, means twice a year. Biennial means every two years.

BIMONTHLY means every two months. Semi-monthly is used to express twice monthly.

CLAIM. Do not use claim as an intransitive verb. Claim ownership, but don't claim to be efficient.

COGNIZANCE. Avoid this big word both in its legal meaning of jurisdiction and in its common meaning of heed or notice. Instead of saying under the cognizance of this office, be specific, as this office does not audit travel vouchers. Instead of saying having cognizance of this fact, say aware of this fact.

COMMENCE. Begin or statt are stout little words that should not be forgotten.

CONTRIBUTE. What's wrong with give?

CONSIDERED OPINION. Forget this one.

CONSIDERABLE. Use this word only as an adjective.

CONSUMMATE. You really like big words if you use this one in the sense of complete or bring about.

DATE. Instead of this date, say today. Instead of under date of, say on or dated.

DEMONSTRATES. Shows is a good plain word to substitute for this one.

DETERMINE. Overworked. Decide or find out may be substituted.

DEVELOP. Don't use this word for happen, occur, take place.

DUE TO THE FACT THAT is a roundabout way of saying because.

DURING suggests continuously, throughout. In (not during) the meeting he brought up the question of pay raises.

EMPLOYED is overworked in the sense of used.

ENCOUNTER DIFFICULTY is an unnecessary euphemism for find it hard, or have trouble.

ENDEAVOR TO ASCERTAIN, high-sounding phrase though it is, simply means try to find out.

EQUIVALENT is seldom better than equal.

EVENT is not to be used for incident, affair, and happening, unless the occurrence is particularly noteworthy.

EXPIRATION. End is just as final.

FACILITATE is another popular Government word. It means make easy, but it makes hard reading for some people.

FEW, LESS. Few is for numbers; less is for quantities or amounts. Write fewer pages and say less.

FIRST is both an adjective and an adverb. Don't say firstly.

FOLLOWING. He retired after (not following) an outstanding career.

FINALIZE, FINALIZATION. These are manufactured words. Why manufacture such words when you have end, conclude, and complete?

FOR---

--Your information. Superfluous.
--The month of July. For July.
--The reason that. Since, because, as.

FULLEST POSSIBLE EXTENT. A meaningless padding.

IF---

--Doubt is entertained. Say if doubtful.
--It is deemed satisfactory. Say is satisfactory.

IN---

--Compliance with your request. Say as requested.
--Addition to. Say besides.
--A satisfactory manner. Say satisfactorily.
--The near future. Say soon.
--The event that. Say if.
--The amount of. Say for.
--Order to. Say to.
--Regard to. Say about.
--View of the fact that. Say as.
--A position to. Say we cannot rather than we are not in a position to.

INADVERTENCY. Errors and mistakes are not glossed over by this euphemism.

INASMUCH AS. As, since, and because are a lot shorter.

INDICATE is overworked, but show is a stout little word.

INFORMED. You are informed should be a useless phrase in any letter.

INITIAL is overworked, but first is not used enough.

INITIATE is a Government favorite for which begin is synonymous. Sometimes the word can be omitted, as in the phrase initiate a citation (cite).

LEAST is used when more than two persons or things have been mentioned. Use less when only two persons or things have been mentioned: He is the less (not least) forceful of the two speakers.

LIEU. In place of is more appropriate for letters.

LIKE. Never use like to introduce a subject and its verb. He wrote as (not like) he spoke.

LOCATE. You find (not locate) a file.

MAKES PROVISION FOR. Try using does.

NEAR is incorrectly used in this sentence: There is not near enough. Use nearly.

NOMINAL means in name, and by implication small. Why not say small?

NONE as a subject is usually plural unless a singular subject is clearly indicated. None of the jobs are open. None of the work is done.

NOTWITHSTANDING THE FACT THAT is the longwinded way of saying although or even though.

ON is superfluous in stating days and dates. He arrived Tuesday, not on Tuesday.

OPTIMUM is Latin for best. Let's stick to English.

OUT is superfluous in phrases like start out and lose out. He started (not started out) as a messenger.

OVER should be avoided when you mean more than in referring to a number. There were more than (not over) five hundred people at the meeting.

OVER THE SIGNATURE OF is an unnatural way of saying signed by.

PAMPHLET need not be described as little. The suffix let on words like booklet, leaflet, and hamlet, means little or small.

PART. Our error is better than an error on our part.

PARTICIPATE is a common word, but take part is a good plain way of saying the same thing.

PER need not be used for our English article a. Avoid the Latin terms, per annum, per diem, and so on. Say a year and a day.

PHOTOSTATIC COPIES. Photostats is a word now generally accepted.

PORTION. Part of the time, not portion of the time.

POSSESS. Why not have?

PRACTICALLY.is overworked. Use virtually, almost, nearly.

PRECLUDE. Do you use this word whenever you can work it in? Vary your usage with shut out or prevent. Many letterwriters overwork the phrase preclude the necessity.

PREDICATED ON THE ASSUMPTION. Forget this one.

PREVENTIVE is better than the irregular doublet preventative.

PREVIOUS TO, PRIOR TO. Why not before?

PROCESS OF PREPARATION doesn't make the action any more important than being prepared or NAVAIR is preparing.

PROCURE. Some people say this is the common Government word for get.

PROVEN should not be used as the past participle of prove. Use proved. Proven may be used as an adjective.

PROMULGATE. A long word for issue.

PROVIDING should not be used for if or provided. Providing low-cost houses is a problem but we will meet the problem provided the builders get supplies.

PURSUANT TO. Under will usually take the place of this one.

QUITE means really, truly, wholly, positively. Avoid its use in phrases like quite a few and quite some.

RARELY EVER, SELDOM EVER. Ever is superfluous in phrases like these. Say we seldom fail, not we seldom ever fail.

RECENT DATE is meaningless. Either give the date of the letter or omit any reference to it.

REGARDING is overworked. Little words wear better, so try using about oftener.

RENDER. Use give in the sense of giving help.

RESPECTING. If you mean about, why not say about?

RETAIN. Keep is not a word to shun.

STATE is more formal than say.

SECURE. Avoid this word when get, take or obtain is better.

SELDOM EVER. Ever is superfluous.

SOME should not be used in the sense of somewhat, a little, or rather. His letters are somewhat (not some) better.

STILL REMAINS. Still adds nothing to the meaning of remains.

SUBMITTED. Sent.

SUBSEQUENT TO. After.

SUFFICIENT. Enough.

THIS---

--Is to inform you. Omit.
--Is to acknowledge and thank you. Thank you is enough.

WORDS THAT SOUND ALIKE BUT DIFFER IN MEANING

Distinguish between words of similar sound and spelling, and use the spelling demanded by the meaning.

accede - to comply with
exceed - to surpass

accent - stress in speech or writing
ascent - act of rising
assent - consent

accept - to take; receive
except - to exclude

access - admittance
excess - surplus

adapt - to suit oneself to
adept - proficient
adopt - to make one's own

adherence - attachment
adherents - followers

adverse - opposed; acting against
averse - unwilling; reluctant

advice - counsel; a notice
advise - to recommend (not used correctly for inform)

affect - verb meaning to influence, to change; to assume
effect - noun - outcome or result; verb - to complete, accomplish

all right - two words; (no such word as "alright")

already - previously; by this time; before
all ready - the whole --prepared

anyone - any person, indiscriminately
any one - any single thing or person

apposite - suitable
opposite - contrary

appraise - to set a value on
apprise - to inform

assay - to test
essay - to attempt
essay - a treatise

calendar - record (of time); almanac
calender - finishing machine used in the manufacture of paper, cloth, etc.

capital - a seat of government of a state or country; money invested; foremost; a form of letter
capitol - government building

complement - that which completes
compliment - flattery; praise

confidant - friend; adviser
confident - sure; positive

council - an assembly
counsel - an attorney; advice
consul - a foreign representative

credible - believable
creditable - praiseworthy

decent - proper; right; suitable
descent - going down; coming down
dissent - difference of opinion; disagreement

deduce - to infer
deduct - to subtract

deductive - reasoning from general to particular
inductive - reasoning from particular to general

defer- to put off
differ - to disagree

deposition - a formal written statement
disposition - temper

deprecate - to disapprove
depreciate - to lessen in supposed value

device - (noun) a plan; a contrivance; a design
devise - (verb) to plan

disapprove - to withhold approval
disprove - to prove the falsity of

disburse - to pay out
disperse - to scatter

disinterested - unselfish
uninterested - lacking in interest

disorganized - thrown into disorder
unorganized - not yet organized

divers - several
diverse - unlike

envelop - to cover or enfold
envelope - a covering for a letter

everyone - all persons, together
every one - each, without exception

explicit - clear and easily understood
implicit - unquestioning

farther - in space
further - in thought; moreover

german - near kin
germane - relevant

henceforth - from this time forward
hereafter - after this time

ingenious - skillfully contrived; inventive
ingenuous - candid; open

maybe - an adverb meaning "perhaps"
may be - a verb expressing possibility of being

practicable - workable
practical - useful

therefor - to that end; for it
therefore - for that reason

Rewrite the following passage in simple and comprehensible English.

The accomplishment of assigned agency mission and functions is frequently retarded by the inability of agency personnel to annunciate their mental concepts in a manner that is comprehensible to their intended readers. Official publications emanating from all levels are replete with examples of writing which does not achieve the maximum consequences for which they were initially projected.

The coverage of the Report Writing Workshop was designed in such a way so as to provide the individual student with a sense of awareness in respect to the inadequacies and/or deficiencies in his own written reports. It is envisaged that your workshop leader will review your written exercises and suggest whatever remedial measures he deems applicable. In the final analysis, however, real improvement is possible only through the efforts expended by you. While it is believed that no single dissertation on the problem could be considered ample to rectify a situation existing in such magnitude, in Government gobbledygook, this exercise was designed in the belief that a student will take cognizance of existing conditions and orient his thinking and endeavors toward more understandable written reports.

As regards this particular exercise, it probably does not bear an exact similitude to an identifiable situation with which the student might be confronted in his job assignment. Instead, it is

a magnification of a style employed by far too many Government personnel in which they utilize protracted words in lieu of abbreviatory expressions, and make use of perhaps five and six locutions whereas a single one would contain an appropriate sufficiency.

It is the sincere desire of your workshop leader that each student be constantly alert to the possibilities of making his written reports lucid and unequivocable. Intelligible writing of reports can become habitual with each student if he applies his energies with industriousness and resolution.

SAY ONE THING AT A TIME

> An Air Force officer who incident to a permanent change of station from Clark Air Force Base (Philippines) to Wright-Patterson Air Force Base (Ohio) travels under orders with his dependents by Government air to other than the scheduled port of embarkation in Europe for travel on a space available basis, then by circuitous route to the embarkation point, delaying departure from an east coast debarkation port to locate luggage and traveling to California to pick up possessions stored with family before reporting to his new duty station, is only entitled to per diem incident to the air travel to port of debarkation plus mileage to his new station--the per diem and total cost not to exceed the cost of normal route travel--and to a travel allowance for dependents from port of debarkation to the new station, also limited to normal route costs, notwithstanding the travel as performed and nonuse of Government storage facilities may have resulted in savings to the Government.

Polanyi, the Hungarian mathematician, said, "The first rule of style is to have something to say. The second rule of style is to control yourself when, by chance, you have two things to say; say first one, then the other, not both at the same time."

USE ACTIVE VERBS

1. After comments are received, the planning schedule dates will be revised by the project manager.

2. A semi-automated reporting and information system for aids to navigation has been developed by a working group.

3. It is recommended by this office that the exchange of equipment not be implemented until the first year's supplies are received by Office Services.

4. The draft of the enclosed specifications for shortcut beef tongues for export has been prepared by this office. A copy is enclosed for your comments. A few minor changes have been made since it was reviewed by us a few weeks ago. This draft is also being sent to other interested industry members. Our completion date for this project has been set for March 7. Your comments should be submitted to us before then.

5. A thorough analysis has been made of this proposal by personnel of the Office of the Chief of Naval Manpower.

6. When a loss of stamps is incurred by an employee, action should be taken by the Division Chief to effect integration and coordination of the account.

7. Enforcement of the regulations is accomplished by the executive officer.

8. The recommendation was made by us that the computation and crediting of interest be performed by the Finance Officer at the end of each fiscal year.

9. The examination of financial transactions was made by the new committee, even though no meeting was held by the retiring board.

10. The processing of the retirement records is performed more efficiently by the Management Officer.

11. Perhaps refinancing of the notes can be effected by the committee under the new regulations.

12. A search has been begun by every Federal agency for ways to improve its service to the public.

THE WRITER OF REVIEWS

An important part in easing the information crisis is played by scholarly reviews, articles, and critical bibliographies. The special needs of both the established workers in a field and the graduate student entering the field, as well as the general needs of the nonspecialist are served by them. Large bodies of results must be recast, critically analyzed, synthesized, and illuminated by review writers. The relation of the review writer to the existing but widely scattered bits of information is resembled by the relation of the theorist to available pieces of experimental information. In order to emphasize the growing importance of the reviewer and also the growing difficulties faced by him, his work should be rewarded by scientific and technical societies with good pay and with the regard that has been reserved for the discoverer of experimental information. Those asked to write reviews should be selected by the scientific societies with the same care as are recipients of honors or of appointments to the staff of a university.

KEEP RELATED WORDS TOGETHER

1. Your cooperation in promoting the accurate inspection and the orderly marketing of grain by loading grain to a uniform quality, by giving notice of nonuniform loadings to inspection departments, and by notifying us promptly of grading differences will be appreciated.

2. By changing certain portions of the specifications, an electric light can be made available.

3. Based upon a recent study, personally conducted here by Mr. Jenkins, Realty and Space Management Division, and his subsequent telephone conversation with Mr. Rice, Regional Office, New York, I am turning to you for professional assistance.

4. As a result of a recent visit by personnel of this office to headquarters, the U. S. Aviation Flight Information Office has been requested to put on the distribution list for the Airman's Information Manual your radio frequency manager.

5. Your memorandum of January 8 in which you request a county by county summary of expenditures and a breakdown of personnel responsible for the administration of programs in Azusa, Corona, Fair Oaks, and Herndon counties has been received by this office.

6. Upon looking into your request, information was not found specifically concerning "the effect of poverty on business."

7. We would like to have you submit, using the manpower estimates in our old 10-year program as a guide to the number of professionals to be housed, your best estimate of financing needed to construct research facilities at your Station during the next five years.

8. To obtain the sort of information indicated in the recommendation, it would seem that a proper study guide is necessary.

9. Exercising its statutory initiative, tariffs have been published establishing various excursion fares by Airlift Airlines.

10. With your memorandum of February 4 you transmitted, pursuant to Circular Letter No. 8-60 and the Opinion and Order of the Secretary, dated January 28, 1968, a copy of the agreement and requested, on behalf of Ware Line Inc., and Trans American Lines Company, signatories hereto, that it be reviewed.

USE REAL SUBJECTS AND ACTION VERBS

1. Necessary action has been taken by this office to transfer the circuits and to effect the requested listing change in the FTS Users Guide.

2. Scheduling for the assumption of maintenance responsibility for the systems installed at Dulles International Airport during Phase III of the program has been made for your branch to begin January 13, 1968.

3. Because of the particular factors which gave rise to the veteran's disappearance, consideration should be given to all the information available.

4. The decision to transfer the pension examinations to St. Cloud was made by the hospital administrator.

5. Facilitation of the initiation of our commodity management program and provision for its future expansion will be effected by our proposed reorganization.

6. Installation of the required access lines was effected.

7. The appropriation of the sum of $19, 473, 000 was made by Congress for acquisition of lands for the Oak Bluffs National Seashore.

8. In the future the implementation of the Integrated Logistics System must be realized for the achievement of material readiness and cost effectiveness.

9. Before declaring the applicant ineligible for medical benefits, investigation of all possible avenues of eligibility was held.

10. Consideration of your request has been given, but improvements in maintenance must be made before agreement can be realized on the contract.

11. After a conference between the Office of Business Development and the Labor Industry Council, general agreement was reached that the proposed boundary adjustment is necessary.

12. It is the policy of our Bureau that negotiations for all property acquisitions be accomplished by personnel from our office.

STRIVE FOR ECONOMY

1. This proposal, which we recently revised, is now being evaluated at the present time.

2. A consolidation of telephone services which is economical cannot be accomplished at Beltsville, because monthly charges for mileage and for transmission equipment which is required are excessive.

3. Mr. Butler, who is the coordinator of the project, asked me to include the report which is attached and which we recently published which shows total estimates of population for metropolitan counties.

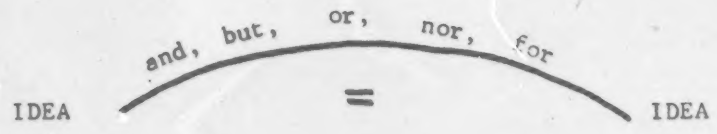
4. Jobs in the field of lithography are of a technical nature; therefore, our work in lithography is done outside of the building on a contractual basis.

5. Your request for a ninety-day extension of time cannot be granted at the present time.

6. In view of the fact that the consignee has already submitted a check in the amount of $300, please make shipment in as relatively a short time as possible.

LINKING IDEAS TOGETHER

COORDINATE CONNECTIVES join words, phrases, clauses of equal grammatical rank



Linking word with word

The Chairman and his secretary are in the meeting.

The steno or the typist will finish that.

Neither the execution nor the administration of these contracts is authorized.

Linking phrase with phrase

To draft an effective report or to sketch an illustration, one must use imagination.

Linking clause with clause

Either the claimant never received the inquiry or he failed to answer it.

The meeting was at 3 O'clock; however, I did not attend.

TYING EQUAL IDEAS TOGETHER WITH CONNECTIVES

a) To show close relationship:

xxxxxxxxxxxxxxx and xxxxxxxxxxxxxxxxxxxxxxx.
xxxxxxxxxxxxxxx, and xxxxxxxxxxxxxxxxxxxxxxx.
xxxxxxxxxxxxxxx, for xxxxxxxxxxxxxxxxxxxxxxx.
xxxxxxxxxxxxxxx, but xxxxxxxxxxxxxxxxxxxxxxx.
xxxxxxxxxxxxxxx, nor xxxxxxxxxxxxxxxxxxxxxxx.
xxxxxxxxxxxxxxx, yet xxxxxxxxxxxxxxxxxxxxxxx.

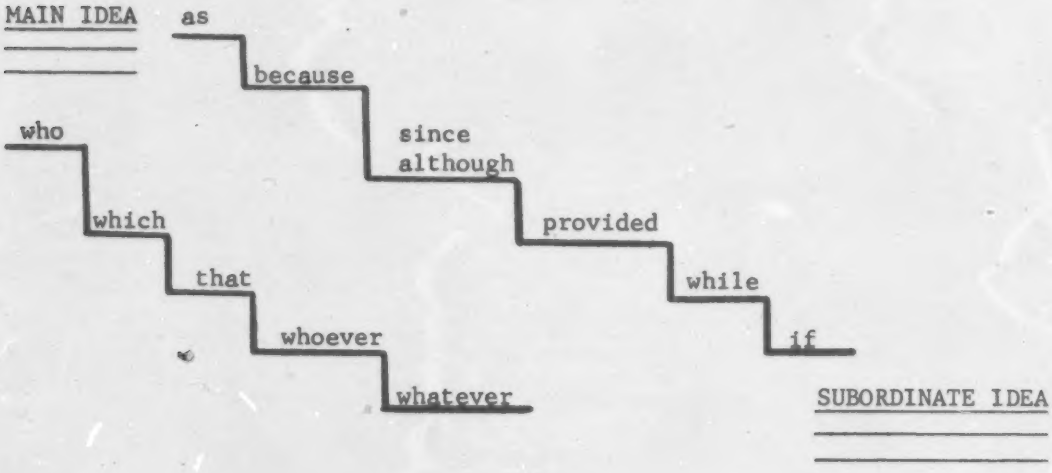
b) To emphasize individual clauses (period):

xxxxxxxxxxxxxxx. Xxxxxxxxxxxxxxxxxxxxxxx.
xxxxxxxxxxxxxxx. But xxxxxxxxxxxxxxxxxxxxx.
xxxxxxxxxxxxxxx. And xxxxxxxxxxxxxxxxxxxxx.
xxxxxxxxxxxxxxx. Xxx, however, xxxxxxxxxxx.
xxxxxxxxxxxxxxx. Moreover, xxxxxxxxxxxxxx.

c) To emphasize individual clauses (semicolon):

xxxxxxxxxxxxxxx; xxxxxxxxxxxxxxxxxxxxxxx.
xxxxxxxxxxxxxxx; however, xxxxxxxxxxxxxxx.
xxxxxxxxxxxxxxx; therefore, xxxxxxxxxxxxxx.
xxxxxxxxxxxxxxx; nevertheless, xxxxxxxxxxx.
xxxxxxxxxxxxxxx; on the other hand, xxxxxxx.

SUBORDINATE CONNECTIVES join elements of unequal rank and help to show the relationship between these elements.



Although my boss is constantly under pressure, he never loses his temper.

I wanted to attend the class because I knew the exchange of ideas would be helpful.

The man who called for an appointment has arrived.

LINKING PROBLEMS

AND

Please tell us if our assumption is incorrect, and a further adjustment of your Medicare payment will be made.

The Chairman and the Commissioner have been called to a meeting, and our Director will be here all afternoon.

AS

As the Director was called to the meeting, he assigned the project to his assistant.

SINCE

Since the committee released its findings, there have been several policy changes.

WHILE

The Director welcomed the guests while I distributed the materials.

SUBORDINATION AND COORDINATION

Place ideas which deserve emphasis in main clauses. Place minor ideas in subordinate constructions.

1. I have just received a report from the Department of State. It is about Marylin Hale. She is the minor child of a deceased veteran. His name was Mr. Richard Hale. Marylin is being properly cared for by her mother. Marylin is in excellent health.

2. The service area will include the entire county. It is a considerably large area. The area is rural. Some low-income residents live some considerable distance from the facility. In these cases, the people may be provided with bus transportation. Some may have car pools.

3. We are concerned about the problem of livestock losses. These losses are especially heavy in the Black Hills and other national forests. These losses are serious. Field personnel have not been able to confirm the extent of the losses. Coyote numbers have been increasing generally over the western States. We are trying to hold livestock losses to a minimum.

4. We have a problem with our Industrial Frequency Radio system. We request your help. We received our license for KGP 586. Our transmitter was complete. We did not go on the air until some 30 days later. We received the authorization from your department.

5. Test V-4 is a numerical ability test. It is composed of simple computations in addition, subtraction, multiplication, and short division. The time limit is five minutes. This is not so much a test of speed as of ability. The computations are simple. The test items require skills learned in early school years. They are not extremely difficult.

6. Your application says that you will not accept an appointment except in Chicago, Illinois. There is much less opportunity for employment there than in Washington. The number of office personnel is fewer. We would suggest you write Mr. Leonard B. Young for an appointment. He is the Regional Director in Chicago. His office address is 610 South Canal Street. Mr. Young has a copy of this letter. He will be expecting to hear from you.

7. Copies of the Atlantic City Radio Regulations, 1947, are out of print. They are no longer available for public distribution. A copy is available for public inspection in the Commissioner's Washington, D. C. office. A publication may be available for public reading in one of the local libraries in your area.

8. The press release was circulated throughout the agency. It stated that Mr. James Ward would be the new Director of the Public Service Bureau.

9. A special course on the art of dictation for executives is being planned. It will be taught by Miss Euphemia King. It will be given in the fall.

10. The procedure is a detailed account of how the necessary operations are to be performed. The procedure acquaints offices with the various ways of getting information.

USE PARALLEL CONSTRUCTION

1. The Denton Housing Authority has full responsibility for maintaining its project, and it is fully responsible for selection of tenants and it can terminate tenants, also.

2. Your duties would consist of assisting senior attorneys with investigative matters, preparation for trial, and you would lend assistance with the trial of Restraint of Trade matters, and also, participating in investigative procedures and consent order negotiations where required.

3. This training data should include information on how much government and industry participate, cost, what the courses are, the length of courses, what allowances there are for housing, also for clothing, and the extent of participation by labor.

4. Because of the increase in the responsibility coupled with the necessity to have readily available information in various meetings, and for senior staff officers to be generally aware of our operations in Taipang, it is hereby requested that the Bureau of Transport Management be put on distribution for all "Limited Distribution" cables.

5. We feel the kiosk is necessary to provide a place from which information can be obtained by the public as well as being a scheduled stop for the proposed minibus.

6. We have been requested to arrange a schedule of meetings with the appropriate Headquarters staff for discussions on the management and administration of nuclear research facilities and discussions will also be included on the processing of spent fuel.

7. Since the commercial carrier was responsible for all phases of its movement, the transportation officer who arranged for the shipment will investigate the circumstances causing the delay, and appropriate action will be taken by him.

8. Good writing should be direct, without ambiguous words, and economical expressions should be used.

9. The film method is preferred to the fluoroscopic method because of the provision of greater detail, somewhat better contrast is obtained, and because it enables one to have a permanent record of the inspection.

10. It is understood that compliance exceptions outlined in the staff's original letter to the company were previously agreed to. In addition: (1) The company agreed to correct their method of computing interest; (2) more timely studies of interest related to multi-unit plants would be made. Also the company will justify the cost of power used on all future construction work orders.

FOG INDEX FORMULA
from
TECHNIQUE OF CLEAR WRITING
by Robert Gunning

To find the Fog Index of any communication, follow these three simple steps:

1. Use a passage containing at least 100 words. Count the number of words in a group of sentences. Then divide the total number of words by the number of sentences. This gives the average sentence length of the passage.

2. Count the number of words of 3 syllables or more. Don't count words that are: (a) capitalized, (b) combinations of short words (such as "bookkeeper" and "butterfly"), (c) verb forms made into three syllables by adding -ed or -es (like "created" or "trespasses"). Divide the number of polysyllabic words by the total number of words. This gives you the percentage of hard words in the passage.

3. Total the two factors just counted and multiply by 0.4. This gives you the Fog Index.

Let us apply this yardstick to a few sentences from THE SUMMING UP by W. Somerset Maugham:

> "I have never had much patience with writers who claim from the reader an effort to UNDERSTAND their meaning. You have only to go to the great PHILOSOPHERS to see that it is POSSIBLE to express with LUCIDITY the most subtle REFLECTIONS. You may find it DIFFICULT to UNDERSTAND the thought of Hume, and if you have no PHILOSOPHICAL training its IMPLICATIONS will doubtless escape you; but no one with any EDUCATION at all can fail to UNDERSTAND EXACTLY what the meaning of each sentence is. Few people have written English with more grace than Berkeley. There are two sorts of OBSCURITY you will find in writers. One is due to NEGLIGENCE and the other to WILFULNESS."

The number of words in the sentences of this passage is as follows: 20-23-11-13-20-10-11-10. (Note that the third sentence is actually three complete thoughts linked by a comma, in one instance, and a semicolon in the other. These should be counted as separate sentences.) The total number of words in the passage is 118. This figure divided by 8 (the number of sentences) gives the average sentence length - 14.7 words.

The words of three syllables or more are capitalized in the above passage. There are 15 of them, or 12.7% (15 divided by 118). Adding the average sentence length and the percentage of polysyllable words gives 27.4. And this multiplied by .4 results in the Fog Index of 10.9.

Use this yardstick often as a quick check to see if your writing is in step with other writing that has proved easy to read and understand. If

your copy tests 13 or more, you are beyond the danger line of reading difficulty. You are writing on the college level of complexity and your reader is likely to find it heavy going even though he is paying close attention. Copy with a Fog Index of 13 or more runs the danger of being ignored or misunderstood.

Use this yardstick as a guide after you have written, but not as a pattern before you write. Good writing must be alive; don't kill it with system.

No one can say for sure what writing will succeed. However, it is clear, in view of the work of successful writers, that anyone who writes with a Fog Index of more than 12 is putting his communication under a handicap, and a needless handicap at that. For almost anything can be written within the easy-reading range.

	Fog Index	Reading Level by Grade
	17	College graduate
	16	College senior
	15	College junior
	14	College sophomore
Danger Line	13	College freshman
	12	High-school senior
	11	High-school junior
	10	High-school sophomore
Easy-	9	High-school freshman
Reading	8	Eighth grade
Range	7	Seventh grade
	6	Sixth grade

A SIMPLE METHOD OF MEASURING READING EASE

(Based on Robert Gunning's Fog Index Formula)

To find the Fog Index of a piece of writing, follow these steps:

1. Choose a sample of 100 words or more. Samples should be free from quotes from other writers.

2. Divide the number of words in the sample by the number of sentences. This gives you the AVERAGE NUMBER OF WORDS IN A SENTENCE.

EXAMPLE

Number of words in the sample..... 118
Number of sentences..... 8
AVERAGE NUMBER OF WORDS IN A SENTENCE..... 14.7
(or 15)

3. Divide the number of words of three or more syllables by the number of words in the sample. This gives you the PERCENT OF DIFFICULT WORDS.

EXAMPLE

Number of words of three or more syllables..... 15
Number of words in the sample..... 118
PERCENT OF DIFFICULT WORDS..... 12.7
(or 13)

4. Add the AVERAGE NUMBER OF WORDS IN A SENTENCE to the PERCENT OF DIFFICULT WORDS.

EXAMPLE

AVERAGE NUMBER OF WORDS IN A SENTENCE..... 15
PERCENT OF DIFFICULT WORDS..... 13
TOTAL..... 28

5. Multiply this total by 0.4 to give you the Fog Index of the sample.

EXAMPLE

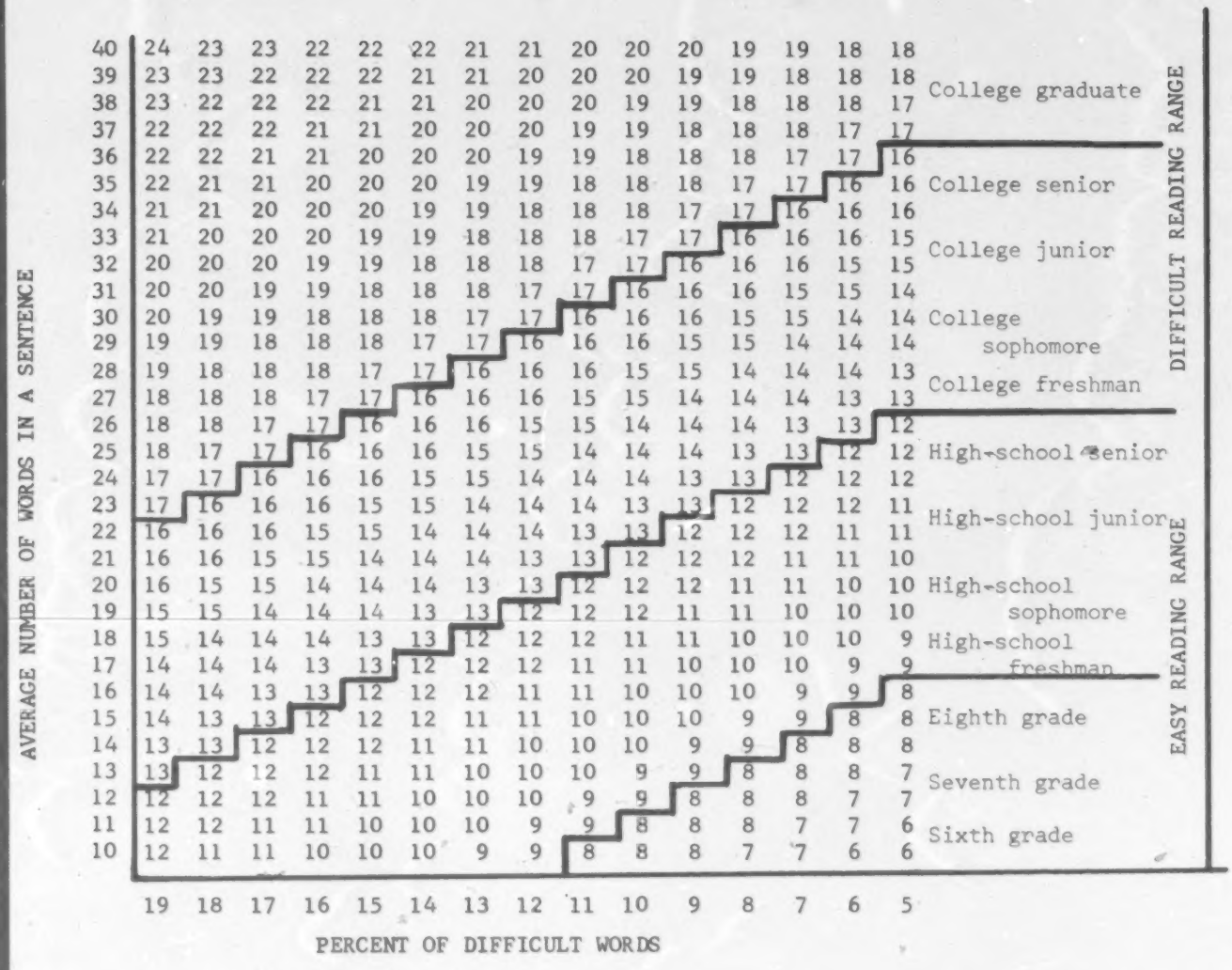
28 time 0.4 equals a Fog Index of..... 11.2
(or 11)

The general public can easily understand a Fog Index of 12 or less. A higher Fog Index means you are in danger of being ignored or misunderstood.

The table on the back of this page does most of the figuring for you. All you have to do is find the AVERAGE NUMBER OF WORDS IN A SENTENCE in the left column, and the PERCENT OF DIFFICULT WORDS in the bottom legend. Where these two rows of figures converge, in the body of the table, you will find the correct Fog Index.

FOG INDEX CHART

(Based on Robert Gunning's Fog Index Formula)

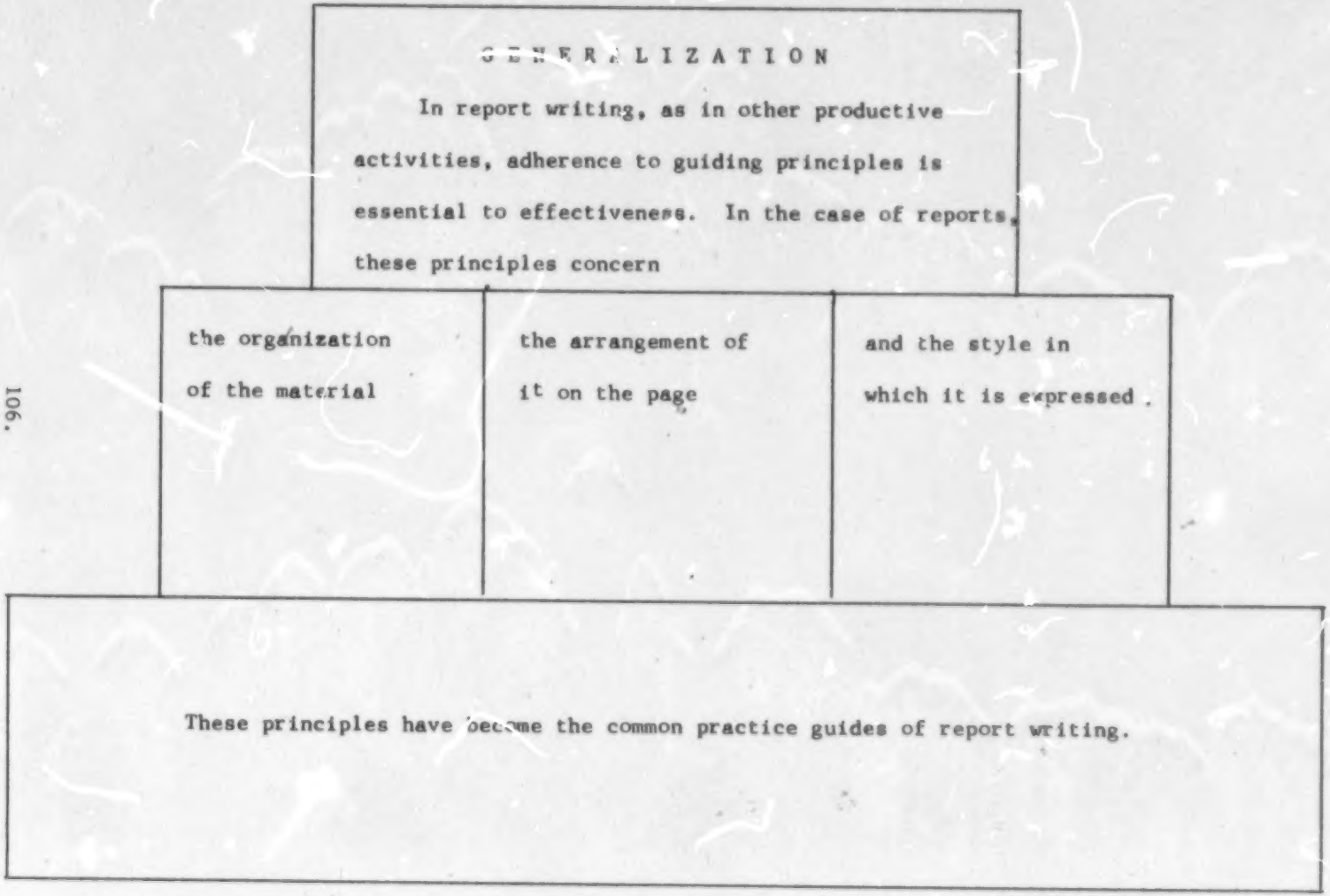


NOTE: FOR RANGES NOT COVERED BY THIS TABLE FIND THE FOG INDEX BY USING THE METHOD ON REVERSE.

THE WRITER OF REVIEWS *

Scholarly reviews, articles, and critical bibliographies play an important part in easing the information crisis. They serve the special needs of both the established workers in a field and the graduate student entering the field, as well as the general needs of the nonspecialist. Review writers must recast, critically analyze, synthesize, and illuminate large bodies of results. The relation of the review writer to the existing but widely scattered bits of knowledge resembles the relation of the theorist to available pieces of experimental information. In order to emphasize the growing importance of the reviewer and also the growing difficulties that he faces, scientific and technical societies should reward his work with good pay and with the regard that has been reserved for the discoverer of experimental information. Scientific societies should select review writers with the same care as faculties select recipients of honors or of appointments to the staff of a university.

*Adapted from "Science, Government and Information," Report of the President's Science Advisory Committee


GENERALIZATION
In report writing, as in other productive activities, adherence to guiding principles is essential to effectiveness. In the case of reports, these principles concern
the organization of the material
the arrangement of it on the page
and the style in which it is expressed.
These principles have become the common practice guides of report writing.

PARAGRAPH DEVELOPMENT

Synthetic Elements

First,	TRANSITION
known elements must be transmuted to the new element.	GENERALIZATION
For example, ...	DETAILS & EXAMPLES
Then,	TRANSITION
a tiny amount of the new element becomes available. This element is invisible,... unweighable, and undetectable under ordinary techniques.	DETAILS
But,	
the new element is not stable as are the elements in the periodic system.	DETAILS
So	TRANSITION
you can see how fascinating but how complex a synthetic element is.	SUMMARY

LEAD THE READER BY THE HAND

To be a good writer you have to start with some understanding of the chore and with a set of basic principles. The first point you must understand is this: to be even a passably good writer, you have to sweat and labor long and hard, doggedly and desperately, and you have to know and feel that your writing is worth the sweat.

The second point is that you have to learn to become your reader. There's no way out of it. If you are to make contact with your reader, if your words are to get through to him, you have to be able to think like he thinks, feel like he feels, react like he reacts, anticipate like he anticipates, and question like he questions. The person who most often comes between the writer and his reader is the writer himself. Too often the writer, being unable or unwilling to imagine-up a real person to write to, writes to himself to please himself.

A third point to keep in mind is that you must write in a style that is appropriate, that is custom-cut to fit the subject matter and the reader. If your writing is to get through to your reader, you have to adjust your style without writing down to people under you, or writing up to people over you. No one can teach style to any man, since style is the man, the particular way he alone puts words together to carry ideas. But we can point out three principles that are necessary to all writing.

(From Gobbledygook Has Gotta Go by John O'Hayre)

TRANSITIONAL WORDS AND PHRASES

From the green depths of the offshore Atlantic many paths lead back to the coast. They ( ) are paths ( ) followed by fish; although unseen and intangible, they are linked with the outflow of waters from the coastal rivers. For thousands upon thousands of years ( ) the salmon ( ) have known and followed these threads of fresh water that lead them back to the rivers, each returning to the tributary in which it spent the first months or years of life. So, ( ) in the summer and fall of 1953, ( ) the salmon ( ) of the river called Miramichi on the coast of New Brunswick moved in from their feeding grounds in the far Atlantic and ascended their native river. In ( ) the upper reaches of the Miramichi, in the streams that gather together a network of shadowed brooks, the salmon ( ) deposited their eggs that autumn in beds of gravel over which the stream water flowed swift and cold. Such places, ( ) the watersheds of the great coniferous forest of spruce and balsam, of hemlock and pine, provide the kind of spawning grounds that salmon must have in order to survive.

From Rachel Carson's Silent Spring (Houghton Mifflin, Boston, 1962), p. 129.

THE PRINCIPLES OF CLEAR WRITING

Keep Sentence Short. For easy reading, sentences should vary in structure and length but on the average, should be short.

Prefer the Simple to the Complex. Many complex terms are unnecessary. When there is a simpler way of saying a thing, use it. Avoid complex sentences.

Develop Your Vocabulary. Don't let preference for short words limit your vocabulary. Intelligence and vocabulary size are closely linked; you need long words to think with.

Avoid Unneeded Words. Nothing weakens writing so much as extra words. Be critical of your own writing and make every word carry its weight.

Put Action Into Your Verbs. The heaviness of much business writing results from overworking the passive verbs. Prose can usually be kept impersonal and remain in the active tenses.

Use Terms Your Reader Can Picture. Abstract terms make writing dull and foggy. Choose short, concrete words that the reader can visualize.

Tie In With Your Reader's Experience. The reader will not get your new idea unless you link it with some old idea he already has.

Write the Way You Talk. Well, anyway, as much that way as you can. A conversational tone is one of the best avenues to good writing. Avoid stuffy business jargon. In letters, use "we" and "you" freely.

Make Full Use of Variety. Use as many different arrangements of words and sentences as you can think up, but be sure your meaning is clear.

Write to Express, Not To Impress. Present your ideas simply and directly. The writer who makes the best impression is the one who can express complex ideas simply. "Big men use little words; little men use big words."

A P P E N D I X

Checklist for Revising the Rough Draft

The Distilled Product

Rx For Review

Supplementary Materials

- Case Studies
- How To Brief a Report or Article
- Spelling
- Punctuation

THE APPENDIX CONTAINS SUPPLEMENTARY INFORMATION WHICH SUPPORTS THE BODY OF THE REPORT....

CHECKLIST FOR REVISING THE ROUGH DRAFT

It is advisable to revise the rough draft by carrying out three separate readings with a different objective in mind each time.

A. Read through for INFORMATION

1. Repetition?
2. Gaps or missing material?
3. Extraneous material?
4. Do the body and terminal sections keep the promises made to the reader in the introduction?
5. Should some of the material go into the appendix?
6. Would additional illustrations reduce the text content or provide for clearer understanding?
7. Did you say what you meant to say? Or, did you depend upon your own experiences--or the reader's--to fill in the gaps?
8. Have you checked computations, quotations, citations, cross-references, formulas, dates, equations?
9. Have you allowed a biased attitude to creep into your report through the use of opinionated adjectives?

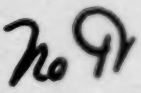
B. Read through for ORGANIZATION

1. Does the structure of the report suit reader requirements?
2. Are paragraphs in logical order?
3. Does each paragraph contribute to the general structure of the report?
4. Does each paragraph completely develop its topic?
5. Have you used transitional devices?
6. Have you inadvertently shifted your point of view?

C. Read through for STYLE

1. Is language level suited to reader?
2. Eliminate gobbledygook, jargon.
3. Examine sentence and paragraph length.
4. Check variety in sentence construction.
5. Have you missed opportunites for parallel construction?
6. Is your grammar correct?
7. Have you used any abstract words that can be replaced with concrete words?
8. Do active verbs predominate?
9. Most frequent grammatical errors
   a. Disagreement between subject and verb
   b. Faulty pronoun references
   c. Incomplete sentences
   d. Improper use of subordinating conjunctions
10. Check for punctuation and spelling.

REVISION MARKS

Mark	Meaning	Example
	Add element	in the final stages the valve which control opening
	Delete letter or punctuation	the valves which controls opening. There are several steps in the
	Delete word (s)	in ~~several~~ many instances
	Retain crossed out words	there are ~~several~~ ways to
	Reverse letters	athenna housings shuold
	Move to place indicated	the accounts are different seen
	Change to letter shown	horizons
	Start new paragraph	The last account should be used to charge overhead expenses in statics projects. Direct labor costs are accounted separately as provided in the basic policy.
	Don't start new paragraph	There are four ways to seat the participants. The first is in schoolroom style. The second is in groups
	Change to lower case	the four plants are in
	Change to upper case	is in framingham, massachusetts
	Separate words	thebest procedure hasbeen

THE DISTILLED PRODUCT

WRITING INVENTORY

115.

T H E M E A N I N G O F M E A N I N G S

Unnecessary abstractions

Showy language

Inappropriate jargon

SHOWS CLEAR UNDERSTANDING OF HOW LANGUAGE WORKS

T H E E T E R N A L T R I A N G L E

Underestimates reader

Assumes too much knowledge on reader's part

Approach too specialized

Purpose not clear

Subject not clear

Insufficient thought given to desired reader response

Off-pitch tone

- Negative
- Bureaucratic
- Obsequious

Mechanical noise

SHOWS CLEAR UNDERSTANDING OF COMMUNICATION PROCESS AND WRITER'S ROLE AS A COMMUNICATOR

S E A R C H A N D R E S E A R C H

Too much made of assignment

Too little made of assignment

Failure to limit subject

Poor use of available sources of data

Superficial research leading to overlooking of data

Use of illogical or emotional appeals

Too few facts to draw conclusions

Failure to come to obvious conclusions

Conclusions unsupported by facts presented

• SHOWS EVIDENCE OF THOROUGH SEARCH AND RESEARCH

S T R U C T U R E A N D S T R A T E G Y

Failure to select appropriate format

Main ideas difficult to identify

Irrelevant information included

Failure to group ideas logically

Too many undigested details

Poor use of illustrative material

a) Not appropriate for data presented

b) Not tied to text

c) Should be placed in appendix

d) Fails to give clear picture

SHOWS EVIDENCE OF CAREFUL PLANNING AND ORGANIZATION TO ACHIEVE DESIRED READER RESPONSE

DYNAMICS OF DEVELOPMENT

Failure to emphasize main ideas

Failure to show relationship between ideas

Weak transitions between sentences

Weak transitions between paragraphs

Failure to develop logical progression of ideas

Lack of topic sentences

Poor paragraph development

Overuse of passive voice

Failure to keep related words together

Use of perplexing pronouns

Failure to use real subjects and action verbs

Lack of economy

SHOWS EVIDENCE OF CAREFUL DEVELOPMENT TO ACHIEVE DESIRED READER RESPONSE

ADDITIONAL COMMENTS ON STRENGTHS AND WEAKNESSES

Excerpt from "What Ever Happened to the Subjunctive?" by Kermit Rolland.

For Writers	For Managers
Don't try to read your boss's mind on questions of policy, procedure or the objective of the piece you are writing. If you aren't sure, ask.	Don't expect your people to read your mind. After all, it is your responsibility to make policies, procedures and objectives clear and known.
Your boss probably isn't as well-informed on current, accepted usage as you are. So be a little conservative in your choice of words.	Your writers probably aren't as well-informed on current, accepted usage as you are. So be a little liberal toward their choice of words.
Don't use your writing assignment as a chance to show off how much you know about a subject. You'll exhaust your reader long before you exhaust your subject.	Don't make changes in a piece of writing as a way of proving to your people that you outrank them. Remember the management principle of "good enough." It applies to writing as well as to any other phase of the business.
Stick to the point. Ask, "How much do my readers need to know in order to be adequately informed." Limit yourself to this amount.	Encourage your writers to stick to the point. Brevity isn't necessarily a virtue. But conciseness is.
Be yourself. Any effort to sound like an engineer, a comptroller, or a telephone company is fore-doomed to failure. You'll just end up sounding pretentious, pompous or confusing.	Don't expect your writers to imitate the way you write. Even the President of the United States doesn't expect this.
Write simply. Prefer one idea per sentence; never use more than two in a technical paper.	Encourage simplicity. Prefer one idea per sentence; discourage more than two.
Be willing to accept criticism. "Pride of authorship" is the prerogative of amateurs. Remember, you are a professional.	People are sensitive to criticism, even though they may not show it. If you change someone else's writing, do so on the basis of known and accepted policy and procedure and be sure to explain why you made the change.
Your boss probably has certain fixed ideas about the "right way" to say things. Be patient with him.	Your writers have certain fixed ideas about the "right way" to say things. Be patient with them.

PRACTICAL DO'S AND DON'TS

FOR THE REVIEWER

1. Don't expect your people to read your mind. It's your job to make policies, procedures, and objectives clear and known.
2. Do discuss the communication with the writer before he writes it. Plan it together.
3. Don't make changes for the sake of change. Back up your change with a reason.
4. Whenever possible, suggest changes to writer and let him do the revising.
5. Do give feedback on what's good as well as what's poor.
6. Do realize that no one is going to be able to choose exactly the same words that you would choose. Be liberal toward your writer's choice.

FOR THE WRITER

1. Before writing, talk over the project with your reviewer. Don't try to read his mind. If you aren't sure, ask.
2. Proofread before turning your communication out.
3. Don't sulk about changes. Talk them over with the man who made them. Try to understand his point of view.
4. Be willing to accept criticism. Pride of authorship is the prerogative of amateurs. Remember, you are a professional.
5. Be grateful for the times your reviewer helped to improve the writing. (After all, isn't good, clear writing what both of you want?)

SUPPLEMENTARY MATERIALS

Combine these ideas into an informal report for the Assistant Secretary.

1. Your division chief gave you an assignment.
2. He wrote it in a memo to you.
3. The memo was dated January 15, 1969.
4. He wanted you to inspect the Santa Maria field office.
5. You went to Santa Maria.
6. You went last week.
7. You went on Wednesday.
8. You went on business.
9. You went to inspect the Santa Maria field office.
10. The Santa Maria office is located between Los Angeles and Santa Barbara.
11. It is located at 110 Hanover Street.
12. It was raining in Santa Maria.
13. It had been raining for eight days.
14. The area was menaced by mud slides.
15. Much damage had been incurred.
16. It was pleasant when you left Washington.
17. You flew from Dulles Airport nonstop to Los Angeles.
18. You took another flight from Los Angeles to Santa Maria.
19. You met the Director of the field office.
20. His name is Carl A. Peters.
21. He was formerly employed at the Interior Department.
22. You and Peters have a mutual interest in the Federal Employees Association.
23. He was appointed a month ago.
24. Peters talked about his budget.
25. He talked about it at a meeting with his staff.
26. You attended that meeting.
27. He said that he hasn't enough money for the service to the public program.
28. The importance of the service to the public program has been stressed by the Secretary.
29. Peters has been cooperative and diligent in past assignments.
30. This is an exceptional case.
31. Peters should get extra funds.
32. Extra funds are available.
33. Peters should have them.

BOND DEDUCTION

An audit of the records of those employees of this company who have authorized payroll deductions for U.S. Savings Bonds indicates that the account in which these funds are held at the First National Bank -- the account R. J. Wright, plant cashier - is in balance with the individual account cards of the employees' deductions. But there has been, in effect, a mishandling of the funds which represents what might be considered "collusion" between Mr. R. W. Smith, the plant manager, and the cashier, though both Mr. Smith and Mr. Wright say that they do not think they have done anything they should be blamed for. Smith has authorized payroll deductions for savings bonds since July 1, 1950, at which time Miss Platt told me it was decided by this company to undertake a concentrated buy-savings-bonds campaign for the purpose of getting all of our employees to sign up for the payroll deduction plan for bonds. Upon examination of Mr. Smith's deduction card it was indicated that deductions from Smith's pay check have continued to be made since that time but Mr. Smith has not purchased any bonds. By the way, Smith is on a semi-monthly payroll from the main office, wheras all of the other employees who have deductions taken out of their pay checks are on a weekly payroll that is made up here at the plant. As you know, the total of all of the deductions on every payroll is forwarded to the cashier every payday in order to be deposited by him in this account. It then becomes the duty of the cashier to purchase a bond for any individual employee whenever the individual accounts indicate that an employee has a sufficient purchase price for one. The plan is now being taken advantage of by nearly 1,000 employees -- 997, to be exact -- so it has been a very successful plan.

As was mentioned in the above paragraph, however, Smith has never purchased any bonds. The semi-monthly payroll is written very early in the payroll period and as soon as this payroll is written the bond deductions which are listed on it are posted to every individual employee's account. Therefore, very early in the month in each payroll period, Smith's bond-deduction card has been credited with his regular $100 deduction. Upon investigation of his individual deduction card it was ascertained that Smith has consistently requested of the cashier that the latter grant him a "refund" of this $100 before the actual date of the payday for that period. This means that every time the cashier did this there was not really any money in the bank for this particular deduction and therefore Smith, the Plant Manager, was actually obtaining advances in every single payroll period. The cashier, of course, was able to accede to this request due to the presence in the 1st National Bank of the unused balance in all of the other employees' accounts.

Feeling that this situation is not very excellent, it has been brought to the attention of the plant manager and also to the attention of the cashier. Mr. Wright, the cashier, says that he does not think that he has done anything that he should be blamed for in that he was only acting pursuant to the instructions to give Mr. Smith the refund that he has regularly received.

Mr. Smith says that he does not feel that there have been any violations of any of the company's rules and/or policies, and for this reason I have apprised him that I would include it in my audit

report. As additional complication of the situation there is the fact that the records indicate that Mr. J. J. Blake, the assistant plant manager, who, like all supervisors, is also paid semi-monthly, while he has not done this same procedure as frequently as the plant manager, on one or two occasions in the past several months, when for some reason or another he has been financially embarrassed, has in effect likewise given himself a payroll advance through the same means. There is not much doubt in my mind that you will agree that the actions of the above-named personnel in this matter are not within the intended results that were desired to be achieved by the "Buy U.S. Savings Bonds" campaign, and that there is a big loophole here by which it is possible for additional supervisors who might be so minded to perhaps also take advantage of this policy and make use of payroll funds in this manner, with the result that they could also acquire a certain portion of their salary in advance of the day that they should really get it.

THE CASE OF MISS SUCCESS' SUCCESSOR

A few days ago your boss asked you to help him decide on a replacement for his secretary, Miss Success, who is retiring. After carefully screening Form 171's and reviewing your own interview notes, you must rank the 3 applicants which Personnel has sent.

Here's what you know about the applicants.

Miss Donna Pierce

Age 24; single; 2 years' experience as clerk-steno; 1 year's experience as secretary. Flashy dresser; attractive. High school graduate; 1 year of college, but then dropped out. Good references. Typing speed: 70 w.p.m.; shorthand speed: 105 w.p.m. Seems a little flippant, but enthusiastic and ambitious. Says she plans to go to night school. Engaged to be married, but wants to continue working after she marries.

Mrs. Eva Gardner

Age 42; divorced; supports 2 children. Very attractive and well-groomed. High school graduate; 15 years' experience as secretary. Excellent references, although one commented, "She's efficient all right, but kind of bossy. Every now and then she's a little hard to get along with." Typing: 75 w.p.m.; shorthand: 108. No marriage plans. Very eager to get the job.

Miss Theda Wendt

Age 27; single. Neat, plain, appears rather reserved. In interview asked few questions, but responded well to all questions asked of her. High school graduate; 2 years of college; major: Business Administration. Six years' experience, last 2 years in General Counsel's Office. Good references; one mentioned her "shyness." Typing: 80 w.p.m.; shorthand: 120 w.p.m. No marriage plans. Seems very interested in the job.

The purpose of this report is to acquaint you with information relative to the so-called College Work-Study Program, said program authorized by title VI-E of the Economic Opportunity Act since you have expressed the possibility of an interest in participating in this program. Agencies interested in utilizing college students in the year to come would be well advised to make their interest known to participating colleges as soon as possible in view of the fact that it has been specified that colleges will be required to submit their applications for funds for 1970-71 by September 5, 1969.

The provision of experience in a work situation of a worthwhile character for college students from low income families for whom jobs are necessary to continue their course of study is the principal objective of this program. It is expected that many students will be employed by the colleges themselves, but encouragement of the colleges toward the placement of their students in off-campus jobs with a private nonprofit organization or a public agency, a category in which the inclusion of Federal agencies falls, is given. Participating colleges should be informed of the desire of the Federal agency to support the program. Provision of opportunities of a very meaningful nature and the offering of very invaluable learning experiences are possible for the student by the Federal agency.

The operation of this program is implemented through grants made to institutions of higher learning. It is authorized by title VI-E of the Economic Opportunity Act. In the initial beginning administration of the program was vested in the Urban Education Commission and under

the Higher Education Act of 1967 full administrative responsibility is in its Office of Training and Education. Conditions under which colleges and the O.T.E. will administer, the program are stated in certain agreements made between them. Mostly the operation of all programs are essentially along the same lines generally, with the colleges responsible, within certain specified established guidelines, for the selection of the students for employment, jobs are assigned to them, pay rates are settled by them, payroll processing, and other matters arising in the day-to-day operation of the program. Although students can work up to 15 hours a week during the time that he or she is attending classes, they may not work more than 15 hours a week, although when classes are not in session or while attending remedial classes or while attending classes which are not credit courses, they may work full-time, this same stipulation may also be applied to vacation times.

A question may arise relative to compensation coverage for injuries, however, such questions and/or claims will be considered upon an individual case basis. If agencies are interested in the program described herein, information of a further nature may be obtained from colleges which are participating in this program or from the Director of the College Work-Study Program, Office of Training and Education, Washington, D. C. 49503. If interested, it should be kept in mind what the spirit and objective of the program is. Individuals who are assigned are students for whom the different colleges are seeking meaningful work experiences, not just to employ these students. Due to the fact of them being in college, the students have been subjected to a

number of procedures which are selective already. Thus, it can be said that although their actual work experience may be rather limited, their learning ability and personal motivation are liable to be high. Moreover, particularly in the case of upper classmen, the students may be well along in terms of professional training.

Students which are selected by the college for employment under the program must be enrolled as full-time students and must need the earnings to remain in school. A student may also be considered if he is in a position of being accepted for enrollment (with earnings necessary to continue in school). Students must be capable of maintaining good standing in school while employed by an agency. Also they must be citizens of and/or owe allegiance to the United States. It might be brought to your attention that there is a priority for students from low income families, however, any college student who finds financial assistance to be a necessity in pursuing a course of studies is eligible for this program.

In view of the fact that many of these students, though they may have had little or no actual work experience, have high ability to learn, it is advisable that care must be taken to insure that the duties which are assigned are commensurate with the abilities of the students. It is important to point out that benefits can be significant to not only the students taking part but also to their host agencies.

CGD47953, attachment 5, with date of November 14, 1967, says that agencies may pay colleges certain "unreimbursed administrative cost." Such cost would be in addition to the portion of compensation which is not provided by Urban Education Commission. In accordance with the act, the

Urban Education Commission's share of a students' compensation cannot exceed 75 percent. Prior to January 1, 1969 this share was 90 percent. If not prohibited by some other statute, his host agency is generally responsible for paying the remainder, unless as has happened in some cases, the college itself may pay the portion of compensation which is not provided by the Urban Education Commission.

In some cases injuries to enrollees serving in Federal agencies may come under provisions of the Federal Employees Compensation Act, however each case has to be decided on individually. Irregardless, a student in an off-campus assignment in a Federal agency for the purposes of law as administered by the Public Service Institute is not a Federal employee. However the situation is different for purposes of the Federal Tort Claims Act as pointed out where under this Act title VI-E enrollees are encompassed by the definition of employees of the Government.

In typical payment situations an agency pays its share of compensation to the college so that this makes it possible for said student to receive a single check. Matters of this nature can be mutually agreed upon between the host agency and the college, along with such things as what assignments students will be given, hours of work, and what is the relationship between the college and the agency.

Under arrangements made between an agency and a college, a students' work, which must be work for which the agency's appropriations are available, either is related to his educational objective, or will be in the public interest and is work which could not otherwise be provided, will not result in the displacement of employed workers or impair existing contracts for services, and will be governed by such conditions of employment as will be

appropriate and reasonable in light of such factors as the type of work performed, geographical region, and proficiency of the employee.

HOW TO BRIEF A REPORT OR ARTICLE

EXECUTIVES CANNOT TAKE THE TIME TO READ PAGE AFTER PAGE OF MATERIAL; THEY APPRECIATE ACCURATE SUMMARIES THAT ARE PHRASED IN CLEAR AND READABLE FORM.

YOU MAY BE ASKED TO PREPARE SUCH A SUMMARY OR BRIEF. IF SO, THE FOLLOWING SUGGESTIONS WILL HELP. THESE SUGGESTIONS WILL ALSO HELP YOU BRIEF MATERIALS FOR YOUR OWN USE.

SEVEN STEPS TO EXPEDITE A BRIEF

1. Read the entire report to determine the scope and the point of view. If the material is difficult, study it until you are sure of the main ideas.
2. Underline important sentences or phrases in each paragraph. The underlined material should tell what the paragraph is about. Avoid asides and extras, but retain all major thoughts.
3. Write the underlined sentences or phrases in the order in which they appear. As far as possible, keep the author's emphasis and his original plan of organization. (In a resume, abstract, or paraphrase, you summarize in your own words and therefore often change the order. In a brief, you follow the author's order of presentation.)
4. Condense by eliminating unessential words and phrases, by substituting one sentence to do the work of two or three, by discarding illustrations and anecdotes, and by making generalizations to cover such data as statistics.
5. Put the author's material in your own words--if this helps the condensation. Use easy words and simple sentence structure. Don't put too many ideas into too tight a package. A style that is too clipped makes for hard reading. Make your sentences complete, and don't leave out the verbs.
6. Show relationship of ideas by transitions. Tie the material together so that the reader can progress easily from one idea to the next. A series of short, unrelated statements makes stumbling reading.
7. Judge the length of your summary by the needs of the user. You may have to write and rewrite in order to satisfy him and still show the author's intent.

EXAMPLE OF BRIEFING AN ARTICLE

The example that follows illustrates three of the phases of briefing an article: (1) underline key sentences; (2) combine underlined sentences; and (3) prepare finished summary.

Here are three hints to make the process easier and more effective:

- Read the entire article, letter, or report before starting to underline sentences. Get the whole picture first; and think to yourself: "What do we need from this material? What interests us? What do we want to know?"

- If you have a yeoman or secretary, let him (or her) type the underlined sentences. (This is a mechanical job you can delegate.)

- Don't be afraid to smooth out and reword the summary. Make sure to include what your superior needs to know, but do not slant your words so that the article obviously says something different from what the author intended.

The accompanying article is from the Naval Training Bulletin (Winter 1957, p. 30). Examining it, you see that it appears to be written with several purposes in mind: to report a conference, to show how careful were the preparations, to indicate the importance of the event, to prove that the personnel involved were competent and representative of the Navy, and to promise that appropriate results would be forthcoming.

You or your superiors may not be equally interested in all these points. A commander who has many aviation personnel attached to his command will be more interested in the article than a surface or submarine officer. Suppose, however, the surface or submarine force commander is notified that he is to send representatives to a similar conference about deck and gunnery ratings. He will want to know the mechanics of the conference procedures in order to ensure that his command makes the right moves.

1. The article, with key phrases underlined, is presented in its entirety.

2. Now you pull the underlined key parts together by having them typed--using periods to show deletions.

> During October a conference was held. . .for the purpose of reviewing Group IX Aviation ratings. . .
>
> Representatives were present from 14 commands in addition to the Bureau of Naval Personnel and the U.S. Naval Examining Center. . .
>
> The mission. . .was fivefold:
>
> (1) To establish validity of the quals requirements for aviation ratings:
> (2) To evaluate. . .bibliography. . .
> (3) To review. . .NavPers Training Courses. . .
> (4) To evaluate the rating requirements. . .for use in development of advancement examinations. . .
> (5) To provide coordination. . .
>
> . . .the most qualified senior petty officers available in their rating fields were assembled. . .There was one panel for each of the 14 Group IX ratings. Each panel consisted of senior petty officers from the Naval Examining Center, the Navy Training Publications Center, the Naval Air Technical Training Command, and the Fleet.
>
> Prior to the conference, each participating activity. . . convened local conferences. . .This procedure insured that conferees would be well informed. . .and better prepared to discuss. . .recommendations at the general. . .conference.
>
> Rating panel advisory groups composed of selected officers and civilians assisted the rating panels. . .evaluated the rating panels' proposals. . .and advised them as to adherence to guidelines.

The reviewing committee. . .including the officer and civilian representatives from all participating commands. . .to provide guidance to the panels, to review submitted recommendations for proper composition. . .The reviewing committee did not approve or disapprove the rating panel recommendations. . .they served as advisors and counselors. . .

. . .crux of the conference centered on the Manual of Qualifications for Advancement in Rating (NavPers 18068). . . . Questions which the panelists asked. . .were: Does the scope of the rating adequately describe the field in which the rate operates? Should anything be added or deleted? Should wording be changed? Should the qualifications be divided. . .or combined. . .? Is the pay grade appropriate? Are the qualifications assigned to the proper series. . .?

The. . .Conference is expected to provide recommendations which will result in general improvement of the aviation ratings . . .New requirements. . .were recommended. . .Deletion of areas . . .which deal with outmoded equipment or procedures was recommended.

The conference also provided a means of associating the rating requirements to the jobs actually performed. . .its recommendations should add validity to advancement examinations and should help ensure that these examinations select the most qualified personnel for advancement.

3. Now, you smooth the excerpts into a neat summary that tells the average officer what he needs to know about the conference and that signals to the specialist that an article is available on the subject of aviation ratings, advancement qualifications and examinations, and rating conferences. Your finished summary might appear as follows. (NOTE: Don't work only from your excerpts; refer to the original article to make sure your smoothing fits the contents and the tone of the original.)

"Brief of Aviation Quals and Training Conference," Naval Training Bulletin, Winter 1957, p. 30.

In October 1957 Navywide representation was provided at a conference that reviewed Group IX Aviation ratings. The conference sought to--

1. Establish validity of aviation quals.
2. Evaluate bibliographies.
3. Review NavPers Training Courses.
4. Evaluate requirements used in development of examinations.
5. Provide coordination of all pertinent efforts.

The conference used three levels of panels or groups. A panel of qualified petty officers was established for each of the 14 aviation ratings. These panels were backstopped, guided, and helped by rating panel advisory groups and by a reviewing committee; the advisory groups and the committee consisted of officer and civilian representatives.

Crux of conference was the Manual of Qualifications for Advancement in Rating, NavPers 18068. The committees analyzed the ratings to see whether they adequately describe the work of

the rates. They checked the wording, appropriateness of pay grades, and correctness of the qualifications.

The conference developed recommendations which, when approved and implemented, should result in general improvement in the aviation ratings, inclusion of new requirements, deletion of outmoded ones, and better relating of rating requirements to job actually performed. The recommendations should also add validity of advancement examinations and help ensure that the examinations select the best qualified men for advancement.

SUMMARY

The ability to prepare concise, clear, and accurate briefs is a valuable skill.

To brief a report or article, take the following steps:

1. Read the entire report for scope and point of view.
2. Underline important sections; copy them on a sheet of paper.
3. Smooth the excerpts into a condensed, readable brief.

(Adapted from Writing Guide for Naval Officers)

HOW TO BRIEF A REPORT OR ARTICLE

AVIATION QUALS AND TRAINING CONFERENCE

During October a conference was held under the sponsorship of the Chief of Naval Personnel at the U.S. Naval Examining Center, Great Lakes, Illinois, for the purpose of reviewing Group IX Aviation ratings. Captain E. D'H. Haskins, USN, Commanding Officer of the U.S. Naval Examining Center, acted as host and coordinator for the conference.

Representatives were present from 14 commands in addition to the Bureau of Naval Personnel and the U.S. Naval Examining Center. The Chief of Naval Air Technical Training sent panelists from Jacksonville, Glynco, Philadelphia, Olathe, Lakehurst, Pensacola and Memphis. A contingent of 14 panelists came from the Navy Training Publications Center at Memphis. The Commander, Naval Air Force, U.S. Pacific Fleet sent 15 personnel from 12 different commands. Officer representatives from CNO, CINCPACFLT, CINCLANTFLT, BUAER, the Chief of Naval Air Reserve (NAS, Glenview), and the Naval Air Material Center (Philadelphia) provided experience and authority to the conference.

The mission of the Aviation Ratings Conference was fivefold:

(1) To establish validity of the qualifications requirements for the aviation ratings;

(2) To evaluate the adequacy of the listed bibliography as to coverage of the rating requirements;

(3) To review the applicable NavPers Training Courses for general coverage of the rating requirements;

(4) To evaluate the rating requirements as to areas of relative importance for use in the development of advancement examinations; and

(5) To provide coordination of effort between activities primarily concerned with the implementation and execution of the advancement in rating program.

To accomplish the mission, the most qualified senior petty officers available in their respective rating fields were assembled to exchange views and to compile certain recommendations for the Chief of Naval Personnel. Those personnel primarily concerned with a particular rating were assigned to the rating panel which discussed that rating. There was one panel for each of the 14 Group IX aviation ratings. Each panel consisted of senior petty officers from the Naval Examining Center, the Navy Training Publications Center, the Naval Air Technical Training Command, and the Fleet.

Prior to the scheduled conference, each participating activity received the presently applicable rating qualifications arranged into a special format to facilitate review and evaluation. These commands convened local conferences to permit maximum local participation which would provide the diversity of view and technical completeness desired for preconference orientation. This procedure insured that conferees would be well informed as to the requirements of the rating which each represented and better prepared to discuss in detail all of the local conference recommendations at the general qualifications conference.

Rating panel advisory groups composed of selected officers and civilians assisted the rating panels in the composition of new and the revision of old qualification requirements. These panel advisors evaluated the rating panels' proposals in rough form prior to presentation to the reviewing committee and advised them as to adherence to establish guide lines.

The reviewing committee was composed of conferees other than those employed by the rating panels, including the officer and civilian representatives from

all participating commands. The committee's primary duties were to provide guidance to the panels, to review submitted recommendations for proper composition, and to advise the panels as to the strength of the justifications for their recommendations. The reviewing committee did not approve or disapprove the rating panel recommendations. Rather, they served as advisors and counselors with the view of developing sound recommendations which would assist in the formulation of valid qualifications requirements for the Group IX ratings.

While changes and corrections to bibliography sources and training manuals were actively considered, the real crux of the conference centered on the Manual of Qualifications for Advancement in Rating (NavPers 18068). The "Quals Manual" is the basis upon which advancement examinations, the Navy Training Courses, and the bibliography for advancement are developed, so attention was focused in this area. Questions which the panelists asked themselves concerning these qualifications were: Does the scope of the rating adequately describe the field in which the rate operates? Should anything be added or deleted? Should wording be changed? Should the qualifications be divided into two or more parts or combined with some other qualifications? Is the pay grade appropriate? Are the qualifications assigned to the proper series, i.e., the 100 Practical Factors series or the 200 Examination Subject series?

The Aviation Ratings Qualifications Conference is expected to provide recommendations which will result in general improvement of the aviation ratings. It evaluated the existing rating requirements to establish their applicability. New requirements, both in the practical factor and examination subject areas, were recommended which represent technical advances and changes in operating procedures. Deletion of areas of the rating qualification which deal with outmoded equipment or procedures was recommended.

The conference also provided a means of closely associating the rating requirements to the jobs actually performed by personnel in the field and to on-the-job training programs. It recommended a suitable rating bibliography that is available to all personnel and one which is expected to encourage all candidates to study for advancement in rating. Finally, its recommendations should add validity to advancement examinations and should help insure that these examinations select the most qualified personnel for advancement.

CHAPTER 2
SPELLING

1. GENERAL

The Government Printing Office recognizes Webster's New International Dictionary as the guide to spelling. To achieve further standardization, the Government Printing Office lists in the Style Manual the preferred forms of many of the words that are spelled more than one way in Webster's.

This chapter carries a short list of preferred forms, selected from those in the Style Manual. Also it gives instructions on the formation of plurals, the doubling of final consonants when suffixes are added, and the use of indefinite articles. Methods of forming possessives are covered in chapter 4, paragraph 2, of this part.

The spelling of geographic names should conform to the decisions of the U.S. Board on Geographic Names. In the absence of a decision by the Board, the *U.S. Directory of Post Offices* is used for names in the United States and its possessions.

2. PREFERRED SPELLING

abridgment
acknowledgment
adapter
adjuster
adviser
aging
aline
anesthetic
appall
ascendance
aye
barreled, barreling
beveled, beveling
biased
blond
boulder
brier
buses
caliber
canceled, canceling, cancellation
catalog
channeled, channeling
cigarette
coconut
combated, combating
connector
consignor
converter
conveyor
councilor
counseled, counselor, counseling
defense
descendant
development
diagramed, diagraming
dialed, dialing
dike
disk
draft
drought
employee
enclose
enclosure
entrust
equaled, equaling
esthetic
exhibitor
favor
flier
focused, focusing
forbade
fulfill
fuse
gasoline
goodby
graveled, graveling
gray
intern
jeweled, jeweler, jeweling
judgment
kerosene
kidnaped, kidnaper, kidnaping
labeled, labeling
leveled, leveler, leveling
libeled, libeler, libeling
license
likable
maneuver
marshaled, marshaling
marvelous
medieval
meter
modeled, modeling
mold
monolog
movable
nonplused
offense
penciled, penciling
percent
plow
practice
programed, programer, programing
reconnaissance
referable
signaled, signaling
skillful
stenciled, stenciling
subpena
sulfur
theater
totaled, totaling
traveled, traveler, traveling
visa, visaed
vitamin
willful
woolen
woolly
worshiped, worshiper, worshiping

CHAPTER 4

PUNCTUATION

1. GENERAL

Punctuation marks are to the reader what road signs are to the driver. They make it easier to read and understand what someone has written. There are rules, but there are also many exceptions. Some punctuation marks may be substituted for others, without changing the meaning of a sentence or without making it less clear. Good sentences usually need few punctuation marks. The *Government Printing Office Style Manual* treats punctuation in detail.

2. APOSTROPHE

a. Use the apostrophe:

(1) To indicate contractions or omitted letters.

I've it's (it is) TV'ers

(2) To indicate the coined plurals of letters, figures, and symbols.

three R's 5's and 7's +'s

(3) To show possession. Add *'s* when the noun does not end with an *s* sound. Add only the apostrophe to a noun that ends with an *s* sound.

officer's Mars' hostess' Co.'s Cos.' Jones' Joneses' Schmitz'

(a) To show possession in compound nouns, add the apostrophe or *'s* to the final word.

brother-in-law's secretary-treasurer's

(b) To show joint possession in nouns in a series, add the apostrophe or *'s* to the last noun.

soldiers and sailors' home

(c) To show separate possession in nouns in a series, add the apostrophe or *'s* to each noun.

John's, Thomas', and Henry's ratings

(d) To show possession in indefinite pronouns, add the apostrophe or *'s* to the last component of the pronoun.

someone's desk somebody else's books others' homes

b. Do not use the apostrophe:

(1) To form the possessive of personal pronouns.

theirs yours hers its

(2) To form the plural of spelled-out numbers, of words referred to as words, and of words already containing an apostrophe. Add *'s*, however, if it makes the plural easier to read.

twos and threes ifs, ands, and buts yeses and noes do's and don'ts which's and that's

(3) To follow names of countries and other organized bodies ending in *s*, or after words more descriptive than possessive (not indicating personal possession), except when the plural does not end in *s*.

United States control United Nations meeting merchants exchange children's hospital

Part II

3. BRACKETS

a. Use brackets in pairs:

(1) To enclose a correction.

He arrived at 13 [12] o'clock.

(2) To supply something omitted.

Mr. Adams [arrived] late.

(3) To explain or to identify.

The president pro tem [Arnold] spoke briefly.

(4) To instruct or to add comment.

The report is as follows [read first paragraph]:

(5) To enclose *sic* when it is used to show that an error in a quotation has been recognized but not changed.

It's [sic] counterpart is missing.

b. Use a single bracket:

At the beginning of each paragraph but only at the close of the last paragraph, when extensive material is enclosed.

4. COLON

Use the colon:

a. To separate an introductory statement from explanatory or summarizing material that follows.

The board consists of three officials: Chairman, vice chairman, and recorder-secretary.
Give up conveniences; do not demand special privileges; do not stop work: these are necessary while we are at war.

b. To introduce formal statements, questions, or quotations.

The committee stated the principle thus: In our foreign relations, people instead of governments are our first concern.
The following question came up for discussion: What policy should be adopted?
He said: [If the quotation is not more than one sentence, use a comma instead of a colon.]

c. To follow a formal salutation.

Dear Mr. Franklin: Ladies and Gentlemen: To Whom It May Concern:

d. To separate the hour and the minutes in clock time.

8:15 a.m. 11:59 p.m.

e. To follow introductory headings which lead directly to subentries.

Policy:
General:
Salaries
Responsibilities
Specific:

f. To separate parts of citations. (Leave a space after the colon.)

Luke 4: 3 Journal of Education 3: 342–359

g. To indicate proportion. (Use double colon as ratio sign.)

1:2::3:6

5. COMMA

a. Use the comma:

(1) To separate words or figures that might otherwise be misunderstood or misread.

Instead of hundreds, thousands came. Out of each 20, 10 are rejected.
To John, Smith was very helpful. What the difficulty is, is not known.

(2) To set off introductory or explanatory words that precede, break, or follow a short direct quotation. The comma is not needed if a question mark or an exclamation point is already part of the quoted matter.

I said, "Don't you understand the question?"
"I understand it," she replied, "but I disagree with the answer."
"Why?" he said.
"It's unreasonable!" she exclaimed.

(3) To indicate the omission of an understood word or words.

Then he was enthusiastic; now, indifferent.

(4) To separate a series of modifiers of equal rank.

It is a young, eager, and intelligent group.
but He is a clever young man. (No comma when the final modifier is considered part of the noun modified.)

(5) To follow each of the members within a series of three or more, when the last two members are joined by *and*, *or*, or *nor*.

horses, mules, and cattle
by the bolt, by the yard, or in remnants
neither snow, rain, nor heat
by five, 10, or 20

(6) To separate an introductory phrase from the subject it modifies.

Beset by the enemy, they retreated.

(7) Before and after *Jr.*, *Sr.*, academic degrees, and names of States preceded by names of cities, within a sentence.

Henry Smith, Jr., Chairman Smith, Henry, Sr. Washington, D.C., schools

(8) To set off parenthetic words, phrases, or clauses.

The atom bomb, developed by the Manhattan project, was first used in World War II.
The situation in the Middle East, he reported, might erupt.
but The person who started that fire is undoubtedly an arsonist. (No comma necessary, since the clause "who started that fire" is essential to identify the person.)

(9) To set off words or phrases in apposition or in contrast.

Mr. Jay, attorney for the plaintiff, asked for a delay. You will need work, not words.

(10) To separate the clauses of a compound sentence if they are joined by a simple conjunction such as *or*, *nor*, *and*, or *but*.

The United States will not be an aggressor, nor will it tolerate aggression by other countries.

(11) To set off a noun or phrase in direct address.

Mr. President, the motion has carried.

(12) To separate the title of an official and the name of his organization, in the absence of the words *of* or *of the*.

Chief, Insurance Branch Chairman, Committee on Appropriations

(13) To separate thousands, millions, etc., in numbers of four or more digits.

4,230 50,491 1,000,000

(14) To set off the year when it follows the day of the month in a specific date within a sentence.

The reported dates of September 11, 1943, to June 12, 1955, were erroneous.

(15) To separate a city and state.

Cleveland, Ohio Washington, D.C.

b. Do not use the comma:

(1) To separate the month and year in a date.

Production for June 1955 On 5 July 1956 we dedicated the arsenal. (Military form of date.)

(2) To separate units of numbers in built-up fractions, decimals, page numbers, serial numbers (except patent numbers), telephone numbers, and street addresses.

1/2500
1.9047
page 2632
Motor No. 189463
MEtropolitan 9-3201
1727-1731 Broad Street
1450 kilocycles, 1100 meters (no comma unless more than four digits, radio only)

(3) To precede an ampersand (&) or a dash.

Greene, Wilson & Co. (except in indexes: Jones, A. H., & Sons)
There are other factors- -time, cost, and transportation- -but quality is the most important.

(4) To separate two nouns one of which identifies the other.

The booklet "Infant Care" Wilson's boat *The Maria*

(5) To separate the name and the number of an organization.

Western Legion Post No. 12

6. DASH

Use the dash (two hyphens and no spaces):

a. To mark a sudden break or abrupt change in thought.

He said- -and no one contradicted him- -"The battle is lost."
If the bill should pass- -which Heaven forbid!- -the service will be wrecked.

b. To indicate an interruption or an unfinished word or sentence.

He said, "Give me lib- -" Q. Did you see- -? A. No, sir.

c. To serve instead of commas or parentheses, if the meaning is clarified by the dash.

These are shore deposits- -gravel, sand, and clay- -but marine sediments underlie them.

d. To introduce a final clause that summarizes a series of ideas. (See also paragraph 4a, preceding, for use of the colon.)

Freedom of speech, freedom of worship, freedom from want, freedom from fear- -these are the fundamentals of moral world order.

e. To follow an introductory phrase leading into two or more successive lines and indicating repetition of that phrase.

I recommend- -
That we accept the rules
That we publish them

f. To serve instead of a colon when a question mark closes the preceding idea.

How can you explain this?- -"Fee paid, $5."

g. To precede a credit line or signature.

Still achieving, still pursuing,
Learn to labor and to wait.
- -Longfellow

This statement is open to question.- -Gerald H. Forsythe

7. EXCLAMATION POINT

Use the exclamation point to mark surprise, incredulity, admiration, appeal, or other strong emotion, which may be expressed even in a declarative or interrogative sentence.

How beautiful!
"Great!" he exclaimed.
Who shouted, "All aboard!" (Question mark omitted)
O Lord, save Thy people!

8. HYPHEN

Use the hyphen:

a. To connect the elements of certain compound words. (See also chapter 3, this part, preceding.)

mother-in-law
ex-governor
self-control
H-bomb
walkie-talkie
quasi-academic

b. To indicate continuation of a word divided at the end of a line. (See also chapter 7, following.)

c. To separate the letters of a word which is spelled out for emphasis.

d-o-l-l-a-r-s

9. PARENTHESES

a. Use parentheses:

(1) To set off matter not part of the main statement or not a grammatical element of the sentence, yet important enough to be included.

Mr. Kelley (to the chairman).
Q. (Continuing.)
A. (Reads:)
The result (see figure 2) is most surprising.

(2) To enclose a parenthetic clause where the interruption is too great to be indicated by commas.

You can find it neither in French dictionaries (at any rate, not in Littré) nor in English dictionaries.

(3) To enclose an explanatory word that is not part of the statement.

The Erie (Pa.) Ledger; *but* the Ledger of Erie, Pa.

(4) To enclose letters or numbers designating items in a series, either at the beginning of paragraphs or within a paragraph.

You will observe that the sword is (1) old fashioned, (2) still sharp, and (3) unusually light for its size.

(5) To enclose a reference at the end of a sentence. Unless the reference is a complete sentence, place the period after the parenthesis closing the reference. If the sentence contains more than one parenthetic reference, the parenthesis closing the reference at the end of the sentence is placed before the period.

The specimen exhibits both phases (pl. 14, A, B).
The individual cavities show great variation. (See pl. 4.)
This sandstone (see pl. 6) occurs in every county of the State (see pl. 1).

b. Use a single parenthesis:

At the beginning of each paragraph but only at the close of the last paragraph, when extensive material is enclosed.

10. PERIOD

Use the period:

a. To end a declarative sentence that is not exclamatory, and to end an imperative sentence.

He works for Johnson & Sons, Inc.
Do not be late.

b. To end an indirect question or a question intended as a suggestion and not requiring an answer.

Tell me how the rocket was launched.
May we hear from you soon.

c. To indicate omission within a sentence, use three periods with spaces between; at the end of a sentence, four. Use spaced periods on a separate line to show omission of one or more paragraphs.

He called . . . and left . . . . He returned the next day.

d. To follow abbreviations unless by usage the period is omitted.

gal. NE. qt. N.Y. *but* HEW USDA

NOTE: In abbreviations made up of single letters, no space is allowed between the period and the following letter, except that one space is allowed after the periods following the initials in a proper name.

11. QUESTION MARK

Use the question mark:

a. To indicate a direct query, even if not in the form of a question.

Did he do it?
He did what?
Can the money be raised? is the question.
Who asked, "Why?" (Note single question mark.)

b. To express more than one query in the same sentence.

Can he do it? or you? or anyone?

c. To express doubt.

He said the boy was 8(?) feet tall.

12. QUOTATION MARKS

a. Use quotation marks:

(1) To enclose a direct quotation. Single quotation marks are used to enclose a quotation within a quotation.

The answer is "No."
"Your order has been received," they wrote.
He said, "John said 'No.' "
"John," said Henry, "why do you go?"
"The equipment will be forwarded promptly."

(2) To enclose any matter following the terms *entitled, the word, the term, marked, endorsed,* or *signed.* Do not use them to enclose expressions following the terms *known as, called, so-called,* etc., unless such expressions are misnomers or slang.

Congress passed the act entitled "An act . . . ."
It was signed "John."
After the word "treaty," insert a comma.
The so-called investigating body.

(3) To enclose misnomers, slang expressions, nicknames, or ordinary words used in an arbitrary way.

b. Limit quotation marks:

Limit quotation marks, if possible, to three sets (double, single, double).

"The question is, in effect, 'Can a person who obtains his certificate of naturalization by fraud be considered a "bona fide" citizen of the United States?' "

c. Place punctuation inside or outside quotation marks, as follows:

Always type the comma and the final period inside the quotation marks. Other punctuation marks are placed inside only if they are a part of the quoted matter.

"The President," he said, "will veto the bill."
The trainman shouted, "All aboard!"
Is this what we call a "Correspondex"?
"Have you an application form?"
Who asked, "Why?"
Why call it a "gentlemen's agreement"?

13. SEMICOLON

Use the semicolon:

a. To separate independent clauses not joined by a conjunction, or joined by a conjunctive adverb such as *hence*, *therefore*, *however*, *moreover*, etc.

The report is not ready today; it may be completed by Friday.
The allotment has been transferred to the Production Division; hence, construction of the partitions must be delayed.

b. To separate two or more phrases or clauses with internal punctuation.

Robert M. Roman, chairman of the union, will travel in most of southern Europe; in all of the Near East; and, in case there is time, along the northern, western, and southern coasts of Africa.
If you want your writing to be worthwhile, give it unity; if you want it to be easy to read, give it coherence; and, if you want it to be interesting, give it emphasis.

c. To separate statements that are too closely related in meaning to be written as separate sentences.

No; we receive one-third. War is destructive; peace, constructive.

d. To precede words or abbreviations which introduce a summary or explanation of what has gone before in the sentence.

A writer should adopt a definite arrangement of material; for example, arrangement by time sequence, by order of importance, or by subject classification.
The industry is related to groups that produce finished goods; i.e., electrical machinery and transportation equipment.